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ABSTRACT

New initiatives in home economics research, extension, and higher education are proposed in order to influence national goals for family well-being measurably within five to ten years. The proposals are for work to be conducted cooperatively by the U.S. Department of Agriculture, the land-grant colleges and universities, cooperative extension services, and other cooperating institutions with programs in the food and agricultural sciences. Proposed initiatives with specific focus groups are organized under four thrusts: family economic stability and security, energy and environment; food, nutrition, and health; and family strengths and social environment. An implementation plan was developed for each initiative, with suggested performers, integration of research, extension, and higher education activities, and two-, five-, and ten-year targets for the proposed plan. The plan rests on three premises: home economics, human nutrition, and family living form an integral part of food and agriculture; priority needs of the clientele are known; and federal leadership and support are vital to a strong research and education program. The program purpose of each new initiative and the proposed clientele are based on analysis and recommendations of earlier studies and the assessment and review by users, scientists, educators, and administrators. Background information for each thrust is presented, which includes: present national situation, assumptions on which proposed initiatives were based, and implications for new program initiatives. Current programs related to proposed initiatives are described, and the process of developing the new initiatives is outlined. (SW)

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A Comprehensive National Plan for New Initiatives in Home Economics Research, Extension, and Higher Education

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PREFACE

A vital national concern is for families to care for their members, promote individual growth and development, and meet their needs for food, housing, fuel, and other requirements essential for health and safety. The diversity both of families and of their value systems requires a similar diversity of methods for content and delivery of educational programs.

Our purpose is to propose new, national initiatives in research, extension, and higher education to help families handle major problems facing them today. The proposals are for work to be conducted cooperatively by the U.S. Department of Agriculture, the land-grant colleges and universities, cooperative extension services, and other cooperating institutions with programs in the food and agricultural sciences. The proposals specify new or expanded home economics activity that will influence national goals for family well-being measurably within 5-10 years.

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A Comprehensive National Plan for New Initiatives in Home Economics Research, Extension, and Higher Education

RECOMMENDATIONS

The Congress, in the National Agricultural Research, Extension, and Teaching Policy Act of 1977 called for new Federal initiatives to improve and expand research and extension programs in home economics, human nutrition and family living. In 1979, acting on advice and discussion from the Experiment Station Committee on Organization & Policy and Extension Committee on Organization & Policy Subcommittees on Home Economics, the Home Economics Commission of the National Association of State Universities and Land-Grant Colleges, the Joint Council on Food and Agricultural Sciences and the National Agricultural Research and Extension Users Advisory Board, USDA's Science and Education Administration (SEA) established a national steering committee, with representatives from the land-grant colleges and universities, other institutions, a professional society, and a user organization. The Steering Committee, after reviewing earlier reports, recommendations, and issues, designed and launched a process for identifying a few high-priority initiatives needing concerted effort in research, extension, and higher education. The Committee sponsored four regional meetings, and obtained assessments, through discussion or by mail, from about 400 users, professional persons, and administrators.

Proposed initiatives with specific focus groups were organized under four thrusts: family economic stability and security; energy and environment; food, nutrition, and health; and family strengths and social environment. An implementation plan was developed for each initiative, with suggested performers, integration of research, extension, and higher education activities, and 2-, 5-, and 10-year targets for the proposed plan.

The national Steering Committee recommends:

1. That SEA affirm national interest in serving families and consumers and in strengthening the impact and effectiveness of agricultural research and extension by maintaining a viable home economics program at Federal, State, and local levels.

2. That the New Initiatives proposed in this report be implemented in the order suggested in Section IV.

3. That the proposed New Initiatives be incorporated into SEA budget formulation processes and policymaking; specifically,

    a. That SEA make an FY 1981 commitment to implement the highest priority initiatives.

    b. That SEA begin the preliminary phase of implementing these initiatives (such as, project planning with involvement of cooperators).

    c. That administrators make a concerted effort to direct funds toward these initiatives in FY 1982.

    d. That SEA managers specify the New Initiatives as an area of emphasis in SEA budget proposals for FY 1983.

4. That the Secretary of Agriculture establish an Advisory Committee for Research, Extension, and Higher Education in Home Economics to consist of representatives of organizations and sectors that took leadership in the development of the proposed New Initiatives (see appendix D and E).

5. That SEA staff and the Advisory Committee maintain continuing interaction with:

    a. The Joint Council on Food and Agricultural Sciences and its Planning and Coordinating Committee,

    b. The National Agricultural Research and Extension Users Advisory Board, and

    c. Appropriate professional associations and user groups, such as those mentioned in appendix E.

SECTION I
INTRODUCTION

New Initiatives--a plan for strengthened national effort in home economics--provides a framework for directing program effort to high-priority problems. It focuses on population groups most in need of service, and presents recommendations on strengthening organizational arrangements to improve coordination, cooperation, and integration of activity among research, extension, and higher education functions.

This plan rests on three premises:

1. Home economics, human nutrition, and family living form an integral part of food and agriculture. Families have a major impact on agriculture through their consumption and household production practices, their provision of human capital, and their contribution to preserving the quality of the natural environment. The agricultural sector, in turn, has a major impact on family well-being. Home economics programs in research and extension apply and integrate scientific findings from food and agricultural sciences in a manner that helps families with the tasks of everyday living. Recognition of the importance of this relationship between everyday tasks of families and agriculture dates back to the 1862 act (5 U.S.C.511) that established the U.S. Department of Agriculture (USDA): "The general design and duties of which shall be to acquire and to diffuse among the people of the United States useful information on subjects connected with agriculture in the most general and comprehensive sense of that word...". The USDA mandate for research in home economics to serve this clientele was stated specifically in the Agricultural Appropriations Act of 1915-16, and for extension work in the Smith-Lever Act of 1914. The charge was reaffirmed and further delineated in subsequent acts. The Congress, in the National Agricultural Research, Extension, and Teaching Policy Act of 1977 (Title XIV, Public Law 95-113)[1/], called for new Federal initiatives to improve and expand the reseach and extension programs in home economics. Title XIV specifies that the term "agricultural research" means research in food and agricultural sciences, which, in turn, means "sciences relating to food and agriculture in the broadest sense, including the social, economic, and political considerations...of home economics, human nutrition, and family life...".

These congressional actions reflect an enduring public belief that production agriculture must be responsive to human issues, and that, to insure this, the complete chain, from production through household use, must be the object of research and education.

2. Priority needs of the clientele are known. The most urgent national problems needing research and extension effort have been identified in recent national studies and reports. The proposed New Initiatives reflect: (a) the findings and recommendations of these studies (5,37);[2/] (b) areas of emphasis recommended by a committee of The Joint Council on Food and Agricultural Sciences (19); (c) priorities recommended in the October 1979 Report of the National Agricultural Research and Extension Users Advisory Board (31); and, (d) the identification (through a nationwide assessment of users, scientists, educators, and administrators) of

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1/ See appendix A for excerpts from P.L. 95-113.

2/ Underscored numbers in parentheses refer to items in References following Section IV.

problems most appropriate for implementation by SEA and its cooperators. Many of the priorities selected for New Initiatives were among recommendations of the 1980 White House Conference on Families (67).

3. Federal leadership and support are vital to a strong research and education program. Problems of families in the eighties will require increased effort and concerted action. The problems are serious; many are national in scope. Further, budgetary and other resources, under pressure of many other priorities, will need to be used as efficiently as possible through better coordination and cooperation and more efficient focusing of program effort.

In the earlier decades of this century, USDA-supported research and extension programs in home economics, human nutrition, and family living made major contributions to the well-being of families. Examples include labor-saving kitchens, safe methods of home food preservation, standard budgets for families, guidance on financial planning, methods of work simplification, information on the value of household work, and advice on child care and nurturing. These contributions were fully exploited in the fifties and sixties, when families were able and eager to improve their level of living. During those years, industry became extensively involved in consumer research and education, capitalizing on and extrapolating from Federal- and State-supported efforts. Cooperative Extension programs in home economics and family living continued to expand in response to popular demand, but the research base for those programs was not expanded and updated in like degree. Federal support for home economics research declined in real terms, and some parts of the Federal program were phased out because the need was less apparent than in earlier decades.

New or intensified problems are inherent in the social, economic, environmental and health trends of the seventies and predictions for the eighties. Nationally, there is an awareness of the need to strengthen families to help solve these problems (67).

The strengthening of and commitment to a strong, human resources-oriented program within agriculture, that includes both a Federal component to serve as the focal point for national concerns and also a network that involves each State and reaches families in every county, will provide the most efficient method of meeting the historic commitment of the food and agricultural system to families.

SECTION II

NEW INITIATIVES

PURPOSE

The program purpose of each New Initiative and the proposed clientele (focus group in the population) described below are based on analysis and recommendations of earlier studies and the assessment and review by users, scientists, educators, and administrators (described in Section III: "Development of the New Initiatives").

Background information for each thrust is presented, which includes: present national situation, assumptions on which proposed initiatives were based, and implications for new program initiatives.3/ Current programs related to proposed initiatives are described in appendix B.

THRUST 1: FAMILY ECONOMIC STABILITY AND SECURITY

Events of the seventies reintroduced many American families to the concepts of economic scarcity and uncertainty. While the overall predictions for the eighties are mixed, families will likely continue to face increasing demands on their resources and increasingly complex economic decisions. To assure that families can maintain or improve their economic well-being during economic stress and change, we need programs that enhance family and consumer ability to cope with inflation, income instability, and other economic stresses, and to participate in group actions that can effect economic changes. Specifically, programs are needed to develop and extend essential information:

A....about the effect that family resource management decisions made early in the family life cycle (such as, savings, credit, housing, durable goods) have on the family's future economic situation.

Focus group: Families in the early stages of the life cycle.

B....about optimizing the family's real income through home-provided goods and services, home-based enterprises, and paid employment.

Focus groups: Persons with limited income and/or employment opportunities, such as the elderly or those in isolated areas, with young children, or on small farms.

3/ A supplemental document entitled "Statistical Overview of Selected Focus Groups" provides additional data (available on request from the Group Leader, Family and Consumers, Program Planning Staff, USDA, Room 9, Building 005, BARC-W, Beltsville, MD 20705).

C....to assess the benefits and costs of regulations, market conditions, and policy actions that directly affect economic choices and well-being of families.

Focus group: Families as consumers.

D....to enable individuals to handle their economic responsibilities for management of real property, especially during periods of family transition.

Focus group: Rural families.

Curricula and training programs are needed:

E....to insure an adequate supply of qualified research, teaching and public education personnel.

Focus group: Colleges and universities offering advanced degree programs in family and consumer economics and management.

THRUST 2: ENERGY AND ENVIRONMENT

New Initiatives are needed to develop and communicate research-based information to assist families in making decisions concerning their use of fossil fuel energy, water, and other nonrenewable and renewable resources. They are also needed for development of sound public policies based on accurate, comprehensive data on families' use of these resources. Specifically, programs are needed to develop and extend essential information:

A....on eliminating household practices that are inefficient and wasteful of resources and developing, demonstrating, and providing comparative data on alternatives that are resource-conserving and on the impact of those alternatives on quality of life.

Focus group: Families making decisions on housing, transportation, recreation, and those practices with greatest potential for resource conservation.

B....on resource consumption by types of families (for example, the elderly) in their everyday living.

Focus group: Agencies engaged in national and regional evaluation, forecasting, and planning.

C....on implications of alternative resource management policies with respect to the home environment, including tradeoffs with family nutrition and health, home safety and sanitation, family economic and social well-being, and other aspects of family functioning.

Focus group: Agencies developing resource policies that have an impact on families.

D....about housing choices (structure and location) that are resource-efficient, yet consider the functioning of the family with respect to employment, to the community, and sources of essential goods and services.

Focus group: Families who are forced to move or whose housing requirements are changing.

E....on managing expenses resulting from rising energy prices in a manner that safeguards family nutrition and health, home safety and sanitation, and long-term economic security.

Focus group: Affected families.

F....on coping with emergency situations caused by energy or water shortages, or other interruptions to supply.

Focus group: Families.

G....on program delivery modes that require less transportation than other modes for clientele or for program professional staff.

Focus group: Extension personnel.

Curricula and training programs are needed:

H....to ensure an adequate supply of qualified research, teaching, and public education personnel.

Focus group: College and universities offering home economics programs.

THRUST 3: FOOD, NUTRITION, AND HEALTH

Programs of research, extension, and higher education are needed which encompass or are based on :

A....research which facilitates adaptation and use of dietary standards and recommendations (such as, the RDA's[4/] and the Dietary Guidelines for Americans) to needs and problems of families and individuals, taking into account household practices, resource limitations, and stage in family life cycle.

Focus group: Families as consumers.

B....multidisciplinary nutrition and education programs which emphasize nutrition's role in health promotion including:

1) information to make informed food choices

2) diet factors related to health risks

3) ways to improve nutritional quality of food

4/ Abbreviations are explained in appendix F.

Focus groups: Teachers and students in kindergarten through 12th grade, other educators, food industry executives. Families with special needs (single-parent families, multi-earner families, elderly) and single-person households.

C....home food preparation methods that reflect dietary guidance, conserve nutritional quality, are economical and energy efficient, and are acceptable to given ethnic and cultural groups.

Focus groups: Ethnic and cultural minorities.

D....development of new knowledge and tested recommendations regarding food safety--recommended handling in household, recognition of hazards.

Focus group: Preparers of food in the home.

E....initiation, strengthening, and coordination of existing information and referral services in communities regarding food and nutrition programs available to families.

Focus group: Urban residents.

F....supplemental education, advanced-degree programs, training grants, graduate assistant stipends, and research funding, designed to produce sufficient numbers of competent persons for research, education, and policy making in household food management, food science, food economics, nutrition science and education, community nutrition, and dietetics.

Focus group: Academic community.

G....networks to provide nutrition education, including extension, health care providers, higher education, research.

Focus group: Concerned professionals.

THRUST 4: FAMILY STRENGTHS AND SOCIAL ENVIRONMENT

Increased effort in research will provide the information base for the program initiatives that follow. For maximum impact on family social well-being, an integrative approach is required, one that focuses on the interaction of key factors under all four thrusts. Programs are needed to develop and extend essential information:

A....on parenting skills that promote the optimum development of children.

Focus groups: Child care providers, single parents, teenaged parents.

B....on how families can identify and manage the stress associated with changing social and economic conditions (for example, inflation, employment outlook), changes in family structure (for

example, divorce, widowhood, retirement), and other critical life events (moving, job change, unemployment).

Focus group: Affected families.

C....the nature, extent, and contribution to family well-being of support systems (community or multigenerational family) that enable families to plan for and adjust to changes through the life cycle.

Focus groups: Multigenerational households, geographically mobile families, transient families.

D....on the impact of communities, institutions, and services on the functioning and well-being of families.

Focus group: Community and rural development planners.

In this section are described the national situation regarding families, some basic assumptions about the future situation, and implications of the current and assumed situations for program needs.

Thrust 1: Family Economic Stability and Security

Situation

After more than two decades of rapid growth in real incomes, the United States is in an inflationary period in which growth in real incomes of households has slowed down. From 1960 to 1970, real income of families, (purchasing power) increased at an average annual rate of 3 percent; from 1970 to 1978, the annual rate of increase was only 0.8 percent (53). Also, during 1970-78, when growth in purchasing power was low, median income of families in current dollars nearly doubled ($17,640, compared with $9,870). This gain moved families into higher income tax brackets and increased their mandatory social security contributions. The hardships caused by inflation have been more severe for those without substantial real assets, such as young families, and for those living on relatively fixed incomes, such as many elderly individuals and families. Inflation is predicted to continue in the eighties.

Income stability, as well as purchasing power, is a problem for many families. While the rate of unemployment had declined over several years to 5.8 percent in December 1979, certain population groups continued to have higher rates, such as the 10.5 percent for females heading households with children (17). The rate of unemployment may reach 7.5 percent in 1981 (63);

thus, these, women as well as other segments of the population, face a major threat to their economic stability.

Death, divorce, and other forms of family breakup affect family income stability. The divorce rate, 9.2 per 1,000 married women in 1960, increased to 22.0 in 1978 (52). The concerns for and growth of programs addressed to displaced homemakers testified to the seriousness of the problem of economic stability for women who have spent many years working at home to raise families and suddenly lose their previous means of support. There were more than 4 million displaced homemakers in the United States in 1979 (28).5/ These persons frequently do not show up in unemployment statistics because they become discouraged and leave the job market.

To expand their level of real income and provide income stability, families have increasingly come to have two earners. In 1970, 41 percent of all wives were in the labor force, compared with 49 percent in 1979. The number of employed wives with children under 6 years increased even more, from 30 to 43 percent between 1970 and 1979 (33,60). While wives do work for personal satisfaction, the majority enter the labor force out of economic necessity (65). However, an option to add another wage earner is not available to families such as single-parent families, which increased in number from 1 of every 9 families with children under 18 in 1970 to 1 of every 5 in 1978.

In addition to the level and stability of income, the economic well-being of families depends on a third factor: income management skills. Families are increasingly challenged by a complex environment in which to make economic decisions. The array of consumer products from which to choose has expanded, consumers receive often conflicting information, and consumers' awareness of the interrelatedness of their economic decisions is increasing. Similarly, in the broader economic system, the loss of control over the supply of fossil fuel, disagreement concerning the value of many technologies, increasing interdependence of the political, economic, and technological systems, and the proliferation of regulations have influenced not only the setting in which families make economic decisions, but also their perception of the efficacy of those decisions.

An effect of inflation and anxiety about income stability has been reduced confidence in personal economic progress and general economic stability. The Index of Consumer Sentiment reported by the Institute for Social Research at the University of Michigan dropped to 52.8 in April 1980, down 13 points from a year earlier. Over half the families surveyed in April 1980 indicated that their personal financial situation had worsened (15).

Basic Assumptions

- Continuation of the trend toward higher prices, and increasing income and social security taxes.
- Continuation of government efforts to slow the rate of price increases.

5/ Women become displaced homemakers through divorce, separation, death or disability of a spouse, or through termination of public assistance which allowed them to remain at home until their children reached 18 years of age.

- More instances of scarcity of nonrenewable resources in the eighties than in the past decade.
- Continuation, but slowing, of the trend for wives to enter the paid labor force.
- Continuation of attempt by families to try to maintain their level of living and lifestyle.
- Openness of individuals and families to change in the face of economic stress.

Implications

The alternatives for families seeking to cope with inflation and other economic stress are to (1) increase income through additional labor force participation of family members or home production of goods and services used by the family; (2) improve their management skills in allocating income and other resources, such as the time of family members spent in home production; and (3) consume fewer goods and services.

While labor force projections indicate a continuation of the trend toward dual-earner families, some population trends, such as the increase in the percentage of single-parent families, limit this opportunity. Also, some families may not wish to use this option.

Improvement of families' skills in managing their time and money resources and in influencing public policy related to such resources is likely to be effective in helping families control their economic stability and security.

Solutions, however, will depend on the ability of program efforts to focus on problems that families face:

- Adequate preparation for retirement. By 2020, the population age 65 and over will make up 15.5 percent of the population, compared with 11.2 percent in 1979 (40). Also, the ratio of working to retired persons will decline. To what extent retired persons become a burden to younger age groups depends partly on the adequacy of financial planning and management of income and other resources by these persons early in their careers. The Extension Committee on Organization & Policy (ECOP) report asks for increased program emphasis on "allocating income...to provide for needs and wants throughout the life cycle" (5).
- Determination of the tradeoffs, particularly for women, between working at a paid job to purchase goods and services needed by the family versus working at home to produce those goods and services. While this problem is nationwide, rural women have specific needs in this area. For example, to what extent do women or men on small farms who have traditionally been involved in farm production and management jeopardize their ability to market their produce when they take off-farm paid work? The National Agricultural Research and Extension Users Advisory Board recommends "...examining the feasibility of and facilitating the development of direct marketing via roadside stands..." (31).

- Determination of which goods and services that families produce for themselves offer the best opportunity for such families to compensate for reductions in purchasing power. For example, do the savings from home gardening and preservation of food offset the expenses involved? The 1977 Home Economics Research and Planning Projections Report (HERAPP) specifies as a most important need"...measuring the value of goods and services produced by various types of families" (37).

- Adequate preparation and financial security in the face of divorce from, or death or disability of, a spouse. This problem is nationwide, although rural women who are farm managers jointly with their husbands face specific problems relating to the inheritance of the farm property. The ECOP Task Force Report expresses concern for the "Lack of knowledge about laws and regulations affecting the family property descent..." (5).

- Adequate technical information to assess the implications of public policy (including credit and savings regulations, property transfer laws, and community and social services) on families.

Thrust 2: Energy and Environment

Situation

The availability of energy determines the availability of goods and services and employment, and it influences quality of life in homes and communities in our highly industrialized society. Rapid increases in energy costs, which have contributed to national inflation, require an increase in the percentage of the family budget allocated to energy payments and create further hardship for low income and elderly persons (31). At times, reduced allocation of gasoline to States and panic buying have created long gasoline lines and reduced hours when purchases can be made. These conditions increase the level of uncertainty that families must cope with and encroach on time available for productive activities.

Personal consumption is clearly the dominant form of energy use. Energy used by the household or residential sector was about 24 percent of national energy consumption, and gasoline used in personal automobiles and light trucks was an estimated additional 15 percent (35). Also, a substantial share of energy is used in the production of goods and services for the household sector.

The energy situation continues to be characterized by relatively high levels of oil imports and supply uncertainties. Future world oil price increases and national energy-pricing policies intended to promote conservation will lead to further increases in the proportion of income spent on household energy and gasoline.

While energy will be the resource problem of greatest public interest during the eighties, partly as a consequence of policies intended to promote increased domestic production of energy, other environmental problems will also be significant (55). For example, the environment's ability to absorb additional residues from production and consumption is being strained and a growing portion of gross national output is being used in seeking solutions to offset the environmental deterioration created by production and consumption activities.

Water shortages are likely in parts of the West over the eighties and nineties (55). The national share of water used in household consumption currently is estimated to be 7 percent and is projected to increase to 10 percent (66)

Basic Assumptions

- Supply uncertainties and adjustments and cost increases for energy and other resources will persist for the short term (55).

- Research can produce technology and knowledge which, when interpreted, disseminated and applied, will result in significant reduction in resource use.

- The household is a critical decisionmaking unit for bringing about reduced consumption and better use of energy and finite resources.

- Energy used by the household in activities related to the use of food and fiber consumes more of the Nation's energy than does the agricultural production of food and fiber (6,12).

Implications

According to the Users Advisory Board, "Energy supply and energy costs are among the primary factors likely to affect the ability of the U.S. to maintain its necessary food and fiber production capability in the near future"(31). Solutions to the Nation's resource limitation problems largely depend on conservation. "Conservation must come from the application of energy saving measures in the food and fiber system and in housing, household operation, and transportion. To do this, families need information that will help them make sound decisions about the use of energy and the application of new, cost-effective technologies that have potential for lower energy use." (5)

Programs to help families conserve energy should take into account:

- Need for adjustment to an uncertain and continually changing energy future;

- Rapid increases in energy costs and the prospects for continued increases;

- Families' lack of specific information about the energy consequences of their consumption and management decisions and behavior (42);

- public lack of understanding of what the issues are, what the facts are, and lack of confidence in the information that is available (42).

Such programs will require (a) the development of a strong, interdisciplinary research base that focuses on problems of highest priority, and (b) the dissemination of results from such research. "To develop research-based data for efficient utilization of energy resources in housing and to implement such information" has been identified as a high-priority objective for home economics research (37).

Thrust 3: Food, Nutrition, and Health

Situation

Nutrition affects the health of every individual from the time of conception to death. Eating patterns are constantly changing and are influenced by many factors, including food prices, family income, food advertising and marketing, convenience of preparation, family lifestyles, and ethnic/cultural background. Eating patterns are also influenced indirectly by the broader issues of energy, the economy, and foreign and national policy decisions on agriculture and food that ultimately determine food supply and prices.

Rapidly escalating health care costs and a growing realization that the major physical and mental health problems of Americans today are chronic in nature and not amenable to quick and easy treatment are two factors stimulating people to want to take more responsibility for their own health care.

Awareness of facts such as the following has led to increasing recognition of nutrition as a priority issue:

- The total national cost of health care in 1978 was $192 billion (13). Annual health care costs will probably reach $245 billion in 1980 and $438 billion in 1985 (14).

- Heart disease, cancer, stroke, and accidents account for nearly three-fourths of all deaths in the United States. All of these are subject to some measure of control through altering lifestyles, improving the environment, and increasing understanding of genetics and heredity.

- Some individuals overuse health services while others postpone use until it is too late for treatment to be effective.

- Inadequate nutrition has been identified as a possible contributing factor to coronary heart disease, cancer, high blood pressure, diabetes mellitus, dental caries, and liver disease (36). The incidence of some of these diseases may be related to food consumption patterns (57).

- Consumption of fat and sweeteners has increased significantly over the past 50 years while consumption of complex carbohydrates has declined.

- Obesity is prevalent; an estimated 20-40 percent of adults are significantly overweight.

Basic Assumptions

- A wide gap will continue to exist between what people know about diet and what they practice unless education narrows that gap.
- Food costs will continue to rise. Although the average percentage of income spent for food may continue about the same for the total population, persons with fixed incomes are vulnerable.
- Changing family living styles and work patterns will influence significantly how dietary decisions are made and nutrient needs met.
- Health concerns and costs of medical care will focus continued attention on diet as a protective, palliative or productive environmental factor in the etiology of chronic disease.
- Changing demographic patterns (such as the increasing proportion of single-member households among both young adults and the elderly) and adoption of new lifestyles will influence the selection and use of food and dietary patterns followed.
- Consumers will continue to receive nutrition information from many sources. Some of this information will be lacking in accuracy or be controversial.
- Despite significant advances in knowledge concerning food, nutrition and health, the research base required to contradict the inaccuracies, discriminate among the controversial issues and make valid recommendations is weak.

Implications

- Inflation and energy shortages will act as constraints on the sources, selection, purchase, and preparation of food within and outside the home.
- The USDA - DHEW Dietary Guidelines for Americans provide a focus for New Initiatives in nutrition education.
- Much additional work is needed to help consumers use these guidelines.
- Changes in attitude and behavior will be necessary before long-term modifications in dietary patterns can occur.

THRUST 4: FAMILY STRENGTHS AND SOCIAL ENVIRONMENT

Situation

American families' ability to function as social environments in which children are socialized and stress is managed is influenced significantly by family composition, structure, and life cycle changes (1,8,9,25). Although the fast rate of change in family life in the seventies is predicted to slow in the eighties and nineties, families must continue to cope with the cumulative effects of several decades of change (11).

The proportion of families and individuals affected is large (26). In the 15-year period ending in 1978, families experienced the most sustained increase in divorce ever recorded in this country, and in 1978 there were 5 divorces per 1,000 individuals. Of those now marrying, over one-third are likely to divorce at least once, and fully one-half of the marriages of young couples are expected to end in dissolution. Divorce affects children profoundly, and as of 1978, one out of five children was living in one-parent households.

Increasingly, young adults are postponing marriage. Women tended to be older at their first marriage (median, 21 years of age) in 1977 than they were a decade earlier. Of women 20 to 24 years of age, one-third more were unmarried in 1978 than in 1968 (26).

As more young adults postpone marriage, go to work, and establish separate households, and as more married couples separate or divorce or a spouse dies, more adults are living alone, making up one-fourth of all current households (11,39). The number of young, unmarried couples living together has more than doubled in less than a decade (from 530,000 couples in 1970 to 1,137,000 in 1978) (11,54).

Except for the baby boom after World War II, the U.S. birth rate has generally been declining for well over 100 years. Families during the early years of the 20th century averaged about four children. In the thirties, average families included three children, but those now forming expect to have only two children. The period of childbearing has been shortened about 3 years and the period after the children leave home has been increased 11 years. Therefore, young couples today who remain married can expect to live as a child-free family for about 14 years longer than their elders (26).

Although years spent in parenting roles have decreased, as well as the number of children for whom parents are responsible, family-related roles continue to be difficult. In a major study completed by staff at General Mills in 1977 (9), parents reported that the biggest problem they have in raising children is the world around them. Children are exposed to major social problems on a large scale and at early ages. Parents fear illegal drugs and the consequences, and they are concerned about street crime and violence around them and on television.

Indices related to family well-being support these concerns. In 1978, over 1.1 million teenagers became pregnant; of these 11,000 were under 14 years of age. Such pregnancies cost an estimated $8.3 billion a year in welfare and related expense. Child and spouse abuse are serious problems. An estimated 1 million children run away from home each year (34).

Basic Assumptions

- Healthy family environments are essential to optimum development of all family members. Families provide primary social settings for the formation of individual personality and feelings of self-worth, and the development of values, skills, and self-discipline essential to functioning in a larger social and economic context.

- Improvement of family well-being requires long-range integration of social and economic issues and problems affecting families. External conditions will continue to exert pressure on family role performance.

- Families want to become better informed on how they can be more effective in handling internal problems and confronting external demands and changes.

Implications

Alternative strategies for families seeking to deal with parenting responsibilities, stress management, and midlife crisis are to (a) increase effective communication skills, (b) find reliable information sources for answers to their questions, (c) improve their access to and use of community services and supports, and (d) understand the interdependence of social well-being and economic stability (see Thrusts 1 and 2).

Selection of these alternatives is supported by the testimony of parents (9). For instance, parents want to learn more about communicating with children. They want to know about symptoms to look for which indicate a child may have a problem, and they want to know where to get help, if needed. Having trustworthy information is important to them. They turn to teachers, educators, child psychologists, and clergy as information sources. Classes or study groups in which parents meet together to ask questions and discuss mutual problems are a recognized need. In listing study topics, parents focus on problems linking family members and community systems. For instance, they are concerned about parent-child relations and equal rights within families, working mothers and quality child care, education at home and at school, sexuality and teenage pregnancy, and economics, religion, and values.

SECTION III. DEVELOPMENT OF THE NEW INITIATIVES PROCESS

This section describes how the initiatives were identified and assessed and how plans and recommendations were developed for their implementation. Conceptual issues and criteria are presented that were identified by the Steering Committee and used in developing the initiatives. Lastly, results are given of the assessment of the draft initiatives by participants in four regional meetings.

Initiation of Activity

The Chairman of the Experiment Station Committee on Organization and Policy (ESCOP) Subcommittee on Home Economics, in a letter (February 1979) to the Director of the USDA's Science and Education Administration, suggested that "The Science and Education Administration/Joint Planning and Evaluation, in cooperation with appropriate outside units....undertake development of a comprehensive long-range plan to delineate State and Federal responsibilities in home economics, including research, extension, and higher education." This suggestion was discussed at meetings of the Home Economics Subcommittee of Extension Committee on Organization and Policy (ECOP); the Joint Council on Food and Agricultural Sciences; the National Agricultural Research and Extension Users Advisory Board; and the Commission on Home Economics of the National Association of State Universities and Land Grant Colleges. On the advice of these bodies, the Science and Education Administration established a national Steering Committee representing key professional and user groups.6/

Initial Planning by Steering Committee

The Steering Committee reviewed recent national studies and reports that identified and documented program needs and priorities in home economics research, extension, and higher education. The major reports reviewed had been developed through extensive consultation and involvement of professional workers, administrators, and users (5,37,49).

6/See appendix D for membership of Steering Committee.

Next, the Steering Committee drafted a document proposing New Initiatives to be undertaken as part of a comprehensive SEA plan for home economics research, extension and higher education as called for in the 1977 legislation. Then, the Steering Committee developed and participated actively in a process to provide for broad-based participation in the development of a plan for New Initiatives.7/

Regional Meetings and Individual Assessments

Four regional meetings were held to obtain assessments of user, professional, and administrator groups regarding the proposed New Initiatives.8/ Local planning committees, representing professional and user groups, were established in each region. They developed participant lists for the regions, extended invitations, and arranged intensive 1-day, workshop-type sessions to review, interpret, and analyze the proposed initiatives.

Copies of the preliminary national plan for "New Initiatives for Home Economics Research, Extension, and Higher Education" were sent to the conference participants to review prior to the meetings. Approximately 375 persons from 44 States and the District of Columbia participated in the evaluation sessions held in St. Louis, Seattle, Philadelphia, and Atlanta. They represented a broad spectrum of user, professional, and administrator groups, such as:

Displaced Homemaker Network
Northwest Indian Women's Circle
State Bureau of Aging
State 4-H Leaders
County Community Center
State Consumer League
League of Women Voters
Power Company Supervisors of Customer Education
Presidents of State Home Economics Associations
State Leaders of Home Economics Extension
Subject-Matter Specialists
Administrators of College Home Economics Programs
Directors of Agricultural Experiment Stations

Regional meetings were introduced by an overview of (a) the process being followed to develop the report and recommendations, (b) USDA perspectives on New Initiatives for home economics, (c) priority needs of families in the eighties and the specific proposals for addressing those needs, and (d) various perspectives on the proposed thrusts. A summary of the criteria to be used in evaluating proposed new initiatives was also presented. It was explained that the New Initiatives should be (a) practicable, (b) focused, (c) central to home economics, (d) cross-cutting among content areas, (e) an integrating of research and education, and (f) limited to the most urgent national needs of the eighties.

After the overview, participants at each location were divided into groups of their choice for a focused discussion of at least one proposed thrust area. Group facilitators or leaders and recorders were briefed prior to these discussion sessions as to parameters and ultimate goals of the discussions. For example, they were to encourage all participants to present their suggestions, questions, ideas, proposals, examples, assessments, arguments, and doubts. The issues were to be within the parameters suggested by the following factors:

7/See appendix C for process sequence and timetable.

8/See appendix E for regional meeting details.

USDA's responsibility as the lead agency in the Federal Government for the food and agricultural sciences (which includes home economics, human nutrition, and family life);

Current (and future) national economic problems and social issues within the domain of home economics; and

Home economics' unique current and potential contribution to preventing and solving such problems.

The groups' discussions were designed to yield responses to the broad questions below:

1. What major initiatives in home economics research, extension, and teaching should be emphasized?

2. What specific aspects should be stressed?

3. Who should be served, on a priority basis?

4. Why are these initiatives and these populations given priority?

5. How might these initiatives be implemented?

Recorders compiled notes and submitted a summary sheet for their discussion groups. In addition, each participant was encouraged to complete at least one "Individual Assessment" form. These were collected at the end of the day or received later by mail. Meeting participants at all locations expressed enthusiasm about the total effort, appreciation of the opportunity to share in this national endeavor, and frustration that the time seemed much too short for an indepth analysis of all pertinent issues.

Persons invited to regional meetings who were not able to attend had an opportunity to review the draft report and mail in their evaluations of the proposed national plan. Home economics administrators of research, extension, and higher education programs in all States received copies of the draft report and a request for response. Users and other professionals and administrators (292 persons) willing to assess the proposed initiatives were also provided copies of the draft document.

Preparation of Final Report

The Steering Committee reviewed the assessments and comments from regional meeting participants and others and modified the draft initiatives. An inventory was prepared of existing programs that related directly to the proposed initiatives.9/ Plans and recommendations for implementing initiatives were developed.

9/See appendix B, Existing Programs.

Methods of Dissemination

A wide array of methods to disseminate information are currently in use. Some, such as radio or television announcements, are used primarily to create awareness of program offerings that are available; others are used to convey detailed technical information.

Meetings continue to be an important and viable way to convey information, because learning takes place not only as a result of the presentation made by the "educator," but also from the sharing of information about life experiences shared by meeting participants. Attendance at meetings is eroded by (1) increased cost of travel to get to a meeting site, and (2) increased difficulty in scheduling meetings because of the increased proportion of potential clientele that are in the labor force. Newsletters are another way to reach significant numbers of people with information tailored to their particular interests.

Technical advances are occurring that allow educators to direct messages to specialized audiences. Taped telephone messages, telephone call-in services, computer-assisted learning programs, video presentations, correspondence courses and exhibits in shopping malls and other places can be used to the extent that budget permits. One-on-one teaching is done in specialized programs such as the Expanded Food and Nutrition Education Program, where paraprofessional aides teach low-income homemakers that cannot be reached by other methods. Other individual teaching situations for Extension educators include telephone calls, visits, and letters. Publications have long been an information dissemination tool used by county Extension staff, but distribution is limited by budgets. High production, mailing and overhead costs, and the magnitude of demand when publications are offered in large urban areas necessitates policies in some States which restrict distribution.

The effectiveness of different methods varies with the lifestyle, educational level, and other characteristics of the individual clients and communities, with the local resources and staff, and with the type and intended use of information. Since Extension serves a diverse clientele and there are differences within and between States, there are limits to the types of materials that can be produced at the national level. An alternative which could be used more extensively by Federal agencies for work needed by several States or a region is to contract with State Cooperative Extension Services that have the necessary staff skills and technical resources.

Educational specialists, including those concerned with Extension programs, generally do not recommend rigid pre-selection of method or reliance on a single method of education. Strategies which include several methods and allow flexibility and variation to accommodate client differences have been demonstrated to be more effective.

Systems

USDA (primarily the Science and Education Administration) and its partners and cooperators (primarily the State Cooperative Extension Services and State Agricultural Experiment Stations) are interrelated systems that conduct research and education. These existing systems offer major advantages--they comprise networks that extend into every State and (for Extension) county; they provide for communication and sharing among scientists; and they provide stable arrangements for performing essential functions.

Yet, patterns and practices that evolved in previous decades need to be adjusted to make efficient use of new technology and to be adapted to a more urbanized, mobile society in which some differences related to geographic location have become less important. Ways should be initiated for developing critical masses of scientific and educational effort or greater specialization of professional efforts to address complex problems. National concerns such as energy conservation, the complexity of the issues involved in such concerns, and the scarcity of up-to-date, adequate research in many problem areas have increased the need for closer work between research and extension to ensure sound, effective use of research information.

Audiences

Dissemination of home economics information has been addressed from four perspectives: (1) subject matter (for example, food and nutrition, housing, clothing and textiles, family economics, child development); (2) the developmental levels of individuals and families in the audiences (for example, adolescence, young married, elderly), which give rise to specific problems; (3) special characteristics of some audiences (low income, handicapped, ethnic group member), which give rise to special needs; and (4) limitations of communication and technology.

Information Reliability

Families gain information from many sources, some reliable and some less reliable. The existence of USDA and university research and Cooperative Extension as credible sources has considerable value, but maintaining the credibility of those programs presents a continuing challenge. Family and consumer needs for information from these programs continually change. Budgeting support for new research and informational materials is limited, yet the subject matter and audience to cover are broad. To be useful and credible, information must be based on research, disseminated promptly, available when needed, of the kind needed, and in a form that can be used.

The home economics component of extension and research systems functioned extremely well in the early decades of its history and in the seventies continued to function well within limits imposed by declining budgets (in real terms), staff numbers that did not increase in proportion to the increasing demands of larger audiences, institutional arrangements which were not modified to reflect fully new technology in communications and research, and established relationships with client groups. The main organizational issue that the Steering Committee addressed was what should be done to provide effective service to families in the eighties. Effort must be made to remove limitations that currently inhibit and hamper home economics efforts to serve high priority audiences, such as the inner-city poor, the elderly, and single-parent families: audiences identified both by research and Extension staff as needing special emphasis. Seven specific issues within this general issue were examined:

Linkage

State and Federal research needs to be linked with education:

> At the local level, to ensure that national data are interpreted for local conditions, that specific applied studies are conducted to obtain needed local data (on options available to families, identification of and solutions to local problems, and so on), and that research information is disseminated to audiences.
>
> At the national or regional level, to ensure that widely needed major research studies are identified and initiated, and the results interpreted and disseminated.
>
> At the national level, to ensure that joint action by universities and Federal agencies occurs on scientific issues.
>
> At all levels, to ensure that research results are used in educational programs.

Existing cooperation is informal and fragmented. Linkage is most effective in States which have joint research-extension appointments or other facilitating mechanisms and emphases. An estimated 7 percent of the home economics research information used by Extension workers in a State is supplied by the experiment station in their State. At the national level, good linkage exists between research and Extension, but Federal research can supply only a fraction of the data needed. Joint undertakings by universities and Federal agencies are few and fragmentary, mainly because of budgetary and staff time limitations. Substantial amounts of data needed for home economics Extension are not available from any source.

Critical Mass

There is a need to focus resources--professional personnel and budget--on projects that are expensive or need to be done on a large scale and which would yield results needed in several States, specifically--large-scale data collections which are essential for many specific analyses and are too costly to be done by individual scientists in States.

Educational and informational program materials (video tapes, technical monographs and bulletins, computer instructional materials, and the like) that require large budgets to develop but could be used widely.

Existing mechanisms for cooperative activity (regional research projects and development of information resources) are fragmentary, often inefficient for some phases of the research or dissemination process, and dependent on availability of funds, interest in States, and voluntary cooperation.

Screening

There is a need for screening of materials used in information and education programs to ensure that they are scientifically sound and free from bias. Extension and resident staff use materials from many sources. Some are obtained from Extension or research or other professional sources; some from business and industry and other commercial sources. Many States have a review process for publications written or produced by professional staff in Extension, research, or resident instruction. However, standards for acceptance of material and quality and thoroughness of review vary. Screening of material from commercial sources is done by individual staff members, who do not always have adequate time or expertise to evaluate materials in all subject areas for which they are responsible.

Sharing

There is a need for central repositories and for cataloging, duplicating and disseminating services to aid sharing of educational materials that are suitable for use in many States. Some limited, informal services are in use and pilot studies are underway. These are hampered because volume of materials is so large and mechanisms are lacking for selecting and classifying materials in accordance with their appropriateness and recommended use. Currently, no comprehensive system exists that is practical and efficient. The National Agricultural Research and Extension Users Advisory Board (UAB) states:

> Throughout several of the specific recommendations that we have made runs the call for increased attention to collaborative efforts between public and private organizations. The food and agricultural research and extension system has traditionally tended to cooperate closely with certain private sector interests. We support the concept of public-private collaboration and would generally urge that research and extension providers seek to increase such cooperation and seek to involve a wider range of both private and other public organizations wherever possible. We also urge better cooperation from private sector organizations in providing data and otherwise cooperating with public research and extension programs (31, p. 6).

Planning for Target Audiences

There is a need for rigorous, well documented, short- and long-term planning of applied research and information/education activities, which relate program emphasis and directions to characteristics and needs of definable population groups. Examples of excellent planning in research and Extension are numerous. However, a wide range in thoroughness and rigor of planning can also be found. This depends partly on the availability of suitable data for planning purposes, and partly on the degree of interest and planning expertise on the part of those involved.

Delivery to Target Audiences

There is a need for program delivery by appropriate modes and at locations and times accessible and convenient to target audiences, and adequate to the numbers to be served. Few Extension offices or program delivery outlets are located near inner city residents. Staff and budget to serve this audience are limited. Convenience as to other target audiences varies by State; it is considerably less than optimum for some audiences in most States. Dissemination modes are not as well developed for nor adapted to target audiences as would be possible with currently available technology. The UAB states:

> The extension system has increasingly found itself dealing with issues that other numerous and varied organizations (large and small, public and private) are also addressing. Examples include energy, nutrition, and consumer education. Our concern has been raised over the role SEA-Extension should play regarding (1) whether or not extension programs should continue to focus primarily on the direct delivery of extension information to extension clients, and (2) whether or not extension programs should focus on supporting and cooperating with extended education efforts of other organizations without seeking to manage them. Extension has excellent and unique university and USDA research linkages, superior capacity to develop educational materials, a superior local staffing structure, and superior communications capabilities which could feasibly be utilized to support and enhance a wide range of public service and education programs with lesser resources (31, pp. 5-6).

Professional Training

Finally, we need researchers, educators, program leaders, and administrators trained in pertinent competences and new technologies and subject matter. We also need periodic review and updating of higher education curricula and academic standards and strengthening of university faculties, to ensure adequate preparation of workers in home economics research and Extension. Currently, responsibilities for offering and monitoring inservice training are not defined, and standards for professional refreshment and updating are lacking.

Implications of Issues

1. Needs of families in the targeted population segment (focus groups) should be the principal determinants of program content.

2. Effective, efficient use of existing professional staff and development of informational or educational materials to serve identified needs should be the principal determinant of organizational arrangements.

3. There is a need for development of new information (research) and for interpretation of new and existing information to: (a) address specific problems and client situations and (b) ensure that information is suitable to current and potential program delivery modes and compatible with audience preferences and capabilities.

4. Existing systems (research and extension) have the potential for supplying essential information and dissemination needs.

5. Focus groups can be identified and served through expansion and/or adaptation of existing networks.

CRITERIA FOR NEW INITIATIVES

The Steering Committee developed two sets of criteria: criteria for identifying program proposals that the Committee would consider for possible inclusion in the set of New Initiatives, and criteria for assessing those proposals to identify those of highest priority.

Criteria to identify new initiatives were the extent to which the proposed effort would involve:

1. Significant expansion of effort in one or more content areas. Current programs include research and educational activity in all the areas of major need, but level of effort is not necessarily commensurate with the needs for a program.

2. Serving new or expanded audiences. Theoretically, all U.S. households have been the clientele. In fact, although complete data are lacking, reports indicate that the percentage of families in some population groups reached by direct contact through Cooperative Extension is low (for example, inner city or low income), and that research on problems of some kinds of families (such as, one-parent or other nontraditional family forms) is insufficient. Three population groups identified as meriting additional attention are:

   Groups which economic and social conditions affect with special severity: the poor, elderly, inner city residents, isolated rural residents, and one-parent families;

   Groups not being reached as effectively or comprehensively as their needs warrant: urban consumers, young families, and the poor;

   Groups from which major reductions in energy use and food waste could result, nationally, from changes in consumption practices: middle- and high-income households.

3. New information or educational methods. Need for updated or new research-based information for delivery through home economics teaching and extension programs has been documented in several reports (5,37,49).

Therefore, New Initiatives could focus on developing and disseminating significant new or expanded research. A wide variety of Extension program delivery methods are used, for the most part without rigorous evaluation of their relative effectiveness. Therefore, New Initiatives could focus on experimenting with methodologies, assessing their relative cost and effectiveness for producing identified kinds of behavior change, and adopting the most efficient methodologies.

4. New mechanisms or organizational arrangements to coordinate, give direction to, or monitor research and education programs. The lack of a good flow of research information between the research and Extension systems is well documented, as is the lack or inadequacy of evaluation in both systems. New Initiatives could focus on better flow and evaluation. Means for giving direction to a coordinated research/education program should necessarily be a part of such initiatives.

Criteria used to assess initiatives were the extent to which the proposed effort could be effectively implemented and achieve the following:

1. Contribute to resolution of national problems or concerns (inflation, diminishing energy supply, and so on) experienced by a significant segment of American families.

2. Serve a new or expanded audience.

3. Reflect scientific and technical soundness.

4. Reflect integration of existing information and programmatic efforts currently addressing similar or related problems/concerns.

5. Contribute to identification of gaps in knowledge or data and provide for the acquisition of such knowledge and/or data.

6. Allow for the implementation of unique programs focusing on solutions to problems of American families.

7. Contribute to improved coordination and appropriate efforts in teaching, research, and Extension programs relative to a documented, significant problem of a target population of families.

8. Provide for delivery of new knowledge/research.

9. Provide for needed experimentation with methodologies, delivery systems, and so on.

In general, the regional meeting participants, and those who mailed comments, strongly endorsed the proposed thrust areas as of paramount importance, and the proposed New Initiatives as essential to be pursued. These comments and proposals were carefully reviewed by Science and Education Administration staff, incorporated into changes and additions to the draft, and submitted to the national Steering Committee for final decision. Summary of reaction to the proposals of users, professionals, and administrators follows.

Thrust 1: Family Economic Stability and Security

Regional participants gave broadest support to the initiative which addressed family financial management over the lifespan. Initiatives related to household production were supported in all regions. The initiative on management of family property was supported strongly in the West and South, but it was not identified as a high priority in the North- Central and Northeastern regions. The initiative on public policy received the least support, but several regional groups drafted additional new initiatives related to similar issues of public policy and family economic stability and security.

Reactors at the North-Central and Northeastern regional meetings suggested that program clientele not be limited to specific groups but rather that all families and consumers would benefit from efforts to enhance economic stability and security. Specifically, they suggested the need to serve urban as well as rural groups and men as well as women.

As to program content, conferees meeting in the Northeastern region, as well as several independent reviewers, felt that inherent in the specific programs should be efforts to encourage resource

conservation so families could attain more self-sufficiency and self-reliance. The Northeastern conferees favored incorporation of a specific value orientation in program efforts in this initiative. This view was vehemently opposed by reviewers in other regions.

Thrust 2: Energy and Environment

Reactors from all regional meetings strongly supported proposed New Initiatives in energy and environment, particularly the first five initiatives. The need to help families reduce waste and practice conservation was voiced in all four regions. Participants in the Northeastern and North-Central regions emphasized housing or residential conservation as most important, while the Western region also included transportation and recreation. Participants in the South and West urged the study of tradeoffs associated with resource conservation alternatives. There was considerable support for broadening the focus of the energy and environment thrust to include "renewable resources." "Renewable resources" were not precisely defined, but included renewable energy sources, air, land, and food and fiber. The draft initiatives were accordingly expanded and slightly refocused.

The approach generally endorsed by the reactors for implementing the objectives of the energy and environment initiatives was to develop and provide research-based information for informed decisionmaking and the consideration of alternatives. However, many persons thought that emphasis instead should be on behavioral research that would form the basis for motivating families to accept the realities of resource scarcities and modify their lifestyles.

Comments of a number of groups and individuals emphasized several points:

Home economics research and education workers can contribute importantly to energy and resource use, but the approach should be interdisciplinary, and cooperation and communication with professionals in other fields are necessary.

Tradeoffs exist between resource conservation and other aspects of family functioning, including health and safety; and home economists should develop and interpret information on such tradeoffs to help with development of public policies as well as with family decisionmaking.

Home economists should develop research-based information on approaches that families can choose from.

Value systems and cultural and regional differences should be considered and respected by planners of New Initiatives.

New Initiatives should build on the successes of existing home economics programs and organizational structures.

Thrust 3: Food, Nutrition, and Health

New Initiatives or expanded program emphasis in the area of food, nutrition, and health were supported by group discussion reports and individual assessments from all four regions. The general approach was endorsed. Each draft initiative ranked first or second in two or more regions and several additional initiatives were proposed. None were rejected. Many useful comments and suggestions were provided to add specificity or clarity to them.

Many persons stressed the interdependence of the initiatives and the need for concerted action to implement them. The interrelationship of food, nutrition, and health with family economic stability and security was stressed.

There was no consensus on focus groups; many indicated "all Americans" or "all families" were the group to be reached. Specific target populations mentioned were: low income, elderly, and handicapped persons; and young children. The need for nutrition education in kindergarten through 12th grade was mentioned by many.

Thrust 4: Family Strengths and Social Environment

New Initiatives related to family strengths and social environments were supported by reactors at all regional meetings in three specific areas: (1) parent education, (2) family adjustment to change and management of stress, and (3) family and individual adjustment to midlife. Little support was voiced for initiatives on intergenerational differences between teenaged children and their parents. In three regions, North-Central, Western, and Southern, reactors suggested new research and program efforts be initiated regarding family relationships across generations.

The Northeastern, North-Central, and Southern groups suggested initiatives on the interrelationships of families and public policy decisions. Many reactors also stressed the need to view the family from a systems perspective; that is, through research, Extension, and higher education, to view the family within the broad social context in which it functions.

Finally, many individual evaluations and group reports, especially in the South and Northeast, stressed the need to assess family strengths; in other words, study the characteristics of well-functioning families and base new programs on these research findings.

SECTION IV. IMPLEMENTATION

The implementation plans proposed in this section address major needs of user groups for the eighties and reflect the Steering Committee's judgment regarding the most efficient manner of pursuing needed work. The section includes an analysis of needs for strengthening the current system, a proposed priority order for implementing the initiatives, and an implementation plan and program targets for each specific initiative.

NEEDS FOR STRENGTHENING THE SYSTEM

The Steering Committee, taking into account its own analysis and the assessments of users, scientists, educators, and administrators, concluded that the existing system--USDA and its partners and cooperators--should be utilized and that functions performed by the system should be strengthened to meet the following needs:

1. The need for convenient and accessible program delivery outlets, linked to needs for--

   (a) obtaining reliable and valid measures of the needs of the focus group,

   (b) developing approaches specifically suited to high-density population areas and to specific focus groups, and

   (c) evaluating program results and delivery methods on a continuing basis to assure program effectiveness.

   Functions performed by the system:

   - Ascertaining needs of focus groups.
   - Developing or selecting delivery modes to reach focus groups.
   - Providing program offerings to focus groups.
   - Evaluating effectiveness of methods and materials.

2. The need for additional research and the transfer of research findings into valid applications using easily understood terminology:

   Functions performed by the system:

   - Ascertaining information needs and delineating researchable problems.
   - Conducting research.
   - Assessing validity of results in applications.
   - Synthesizing research data, adapting information to audiences, and distributing.

3. The need for professional education in the methodologies and scientific and technical subject matter needed to conduct research and extension programs:

   Functions performed by the system:

   - Identifying manpower needs to perform general and specialized services.
   - Developing curricula and courses for degree programs and special training needs.
   - Providing professional education.

4. The need to foster communication among research extension, and higher education:

   Functions performed by the system:

   - Delineating program objectives in a way that makes research, extension, and higher education aspects of the program evident.
   - Ascertaining the availability of research data, program materials, and professional education programs that are applicable to program objectives.
   - Communicating information needs of focus groups to researchers.
   - Communicating needs for professional education to institutions of higher education.
   - Disseminating materials and services.

5. The need to foster communication between constituencies that can provide support and guidance to national program objectives and staff in research, Extension, and higher education.

   Functions performed by the system:

   - Identifying groups with allied interests.
   - Communicating with these constituencies regarding focus groups' needs, program requirements, and program results.

PRIORITIES AMONG INITIATIVES

The New Initiatives proposals are classified by major thrust area in Section II of this report for organizational clarity; these thrust areas, however, are interrelated and all are high priority. The strength of work on New Initiatives rests on the successful integration of research results and program materials from all thrust areas to develop programs that relate to family concerns as a whole. Accordingly, in establishing a priority order, the Steering Committee considered the urgency of the problems to be addressed and the need for early or concurrent implementation of initiatives that would strengthen or facilitate other initiatives. The recommended priority order is displayed below in six clusters:

Recommended Order for Implementing New Initiatives

Priority Order	Thrust	Keywords	Exhibit 10/
1	Economic	Home production:economics of food preservation, household repairs and renovations	2
	Energy	Conservation practices	5
	Food	Dietary standards adapted to families	12
	Cross-cutting Initiative	Strengthened research	21
	Cross-cutting Initiative	Consumer education centers	23
2	Economic	Resource decisions affecting the family's future	1
	Energy	Managing energy expenditures	9
	Food	Nutrition education	13
	Social	Managing stress	19
3	Energy	Household consumption data	6
	Food	Home food preparation: standards and new knowledge	14
	Cross-cutting Initiative	Professional training	22
4	Energy	Policies, tradeoffs affecting families	7
	Energy	Transportation-efficient extension programs	11
	Soical	Parentng skills	18
	Cross-cutting Initiative	Clearinghouse	24

10/The 24 exhibits follow description of "Program Targets."

Priority Order	Thrust	Keywords	Exhibit
5	Economic	Managing real property during family transition	4
	Energy	Coping with supply emergencies	10
	Social	Intergenerational support systems	20
	Food	Food and nutrition referral services	15
6	Economic	Assessment of regulations and policies affecting families	3
	Energy	Resource efficient housing	8
	Food	Academic programs and funding	16
	Food	Nutrition education networks	17

PROGRAM TARGETS

Essential to the successful implementation of New Initiatives in home economics is the identification of program targets and timetable for implementing the initiatives and of the responsibilities of SEA and its partners and cooperators in research, Extension, and higher education for working together toward these targets. The program targets will be used in the design of the budget plan needed for new projects. Exhibits 1 through 20 present program targets for each New Initiative identified in the four thrust areas of Section II, exhibits 21-24 address cross-cutting issues, and exhibit 25 presents a "process overview" that reflects both the independent and interrelated responsibilities of research, Extension, and higher education.

The program targets were developed to conform to 2-, 5-, and 10-year targets, but in fact reflect a continuous flow of activity within research, Extension, and higher education. For example, the 2-year targets are designed to reflect the inventory and assessment stages of program planning and require the integrated efforts of all components of SEA. The 5-year targets focus on the data analysis and project development aspects of program planning and require coordinated, but independent, efforts in research, Extension, and higher education. The 10-year targets reflect the implementation process which requires integrated efforts within SEA and with its cooperators.

Program targets and activities in one area influence subsequent activities and targets in another. For example, attainment of 5-year targets in Extension depends on attainment of 2-year targets in research. Similarly, targets and activities in higher education influence later work in research. Thus the program targets for each New Initiative are interpreted both as time-based plans for each component of SEA and as plans for the integration of efforts within SEA.

The attainment of the program targets rests on achievement of several overarching goals. These include:

(1) The development of national research capability that will allow building of a validated base of knowledge on family concerns and will establish a critical mass of staff necessary for the continued conduct of research. The attainment of research funding needed to develop this base of knowledge and critical mass will influence the availability of future staff in home economics (exhibit 21).

(2) Expansion of professional education of staff trained in research methods and in interpretive and delivery skills related to home economics (exhibit 22).

(3) Expansion of a delivery system that includes more effective use of mass media and other means of reaching target audiences, more effective assessment of target audience needs and communication of these needs to persons who conduct research and develop program materials, and better methodologies for program evaluation (exhibit 23).

(4) The improvement of communication among professional staff members including better methods for using existing data and program materials and disseminating research results and program ideas (exhibit 24).

EXHIBIT 1. FAMILY RESOURCE DECISIONS

Thrust 1, Initiative A

Program Initiative:

A...about the effect that family resource management decisions made early in the family life cycle (e.g., savings, credit, housing, durable goods) have on the family's future economic situation.

Focus Group:

Families in the early stages of the life cycle.

Targets for the 80's	Two-year Targets	Five-year Targets	Ten-year Targets
Research--			
--Obtain comprehensive data on the resource management practices of families at each stage of the life cycle and the relationship of these practices to their subsequent economic situation.	Review paper prepared by SEA-AR on concepts, measurement variables, and data collection methods. Joint assessment completed of the data needs of SEA-AR, State Agricultural Experiment Stations (SAES), other USDA/SEA Cooperators, and other Agencies. Proposal and budget request prepared for survey with national sample.	Data collected by SEA-AR from national sample. Date files distributed to researchers (SAES and others) for analysis. Preliminary tabulations published by SEA-AR.	Results interpreted for use by professionals working with young families. Needs assessed for additional or updated research.
--Obtain or compile data on financial management, knowledge, and skills of young families.	Review of available data conducted by appropriate SAES committee and implications assessed regarding needs for program materials. Additional research recommended if needed.	Additional needed research conducted by SAES. Implications assessed and fed into program planning and budgeting process.	
--Evaluate effectiveness of methodologies and program delivery modes for teaching financial management to young families.	Review of available evaluation data conducted jointly by SEA, SAES and CES (State Cooperative Extension Specialist) staffs. Recommendations developed for preferred methodologies and program delivery modes. Budgetary implications analyzed and provided to budget planners.	Additional needed research conducted by SAES. Implications assessed and fed into program planning and budgeting process.	

EXHIBIT 1: FAMILY RESOURCE DECISIONS (continued)

Extension--			
--Have in operation education and information programs to help young families improve their financial planning and management.	Joint assessment conducted by SEA and CES staffs to identify potential locations and priorities for new or expanded program, based on: geographic concentration of focus group in population; current level of program offerings in financial management; population coverage; and other evidences (e.g. average income) of need. Recommendations developed for locations to which additional funds to support program should be directed, and for annual increments (funds and locations) by which expansion should be implemented.	Initial program increments (i.e., locations for new or expanded program) implemented, using updated and expanded program materials, and using recommended methodologies and program delivery modes. Preliminary evaluation conducted (by independent organization) and implications assessed for future program adjustments.	Programs operating in all major geographic concentrations of focus group, using updated materials and information. Evaluation conducted and implications assessed for future work.
Higher Education--			
--Strengthen and expand professional training in family resource management.	Task force (SEA, SAES, CES) assessment of manpower needs, identification of needs for targeted support; including inservice training. Targeted support provided on a competitive basis.	Professionally trained persons available to meet manpower needs.	
Integration/Coordination--			
--Produce and disseminate guidance materials based on current research to help young families understand the consequences of their financial actions.	Joint assessment completed by SEA and CES staffs regarding presently available and needed materials. Plan developed for division of responsibility for preparing additional needed materials.	Additional materials, for which research data are available, developed in accordance with agreed on responsibilities. Evaluation of materials conducted jointly by SEA, SAES, and CES staffs. Implications assessed for future research and development of materials.	Materials based on nationwide survey developed in accordance with agreed on responsibilities and evaluated. Implications assessed for future research and development of materials.

EXHIBIT 2: OPTIMIZING REAL INCOME

Thrust 1, Initiative B

Program Initiative:

B. . .about optimizing the family's real income through home-provided goods and services, home-based enterprises, and paid employment.

Focus Groups:

Persons with limited income and/or employment opportunities such as the elderly, those in isolated areas, with young children, or on small farms.

Targets for the 80's	Two Year Targets	Five Year Targets	Ten Year Targets
Research--			
--Develop data-based estimates of the economic value of the productive efforts of household members.	New research methodologies and instruments developed to address the definition (boundary) issue, and measurement issues in household production. (SEA-AR extramural) Assessment of data needs of SEA, USDA-SEA cooperators, SAES, CES, and other agencies completed by joint task force.	Research instruments refined and used to collect data from national sample (SEA-AR). Data base distributed to SAES researchers and other cooperating researchers. Preliminary methodological findings published by SEA-AR.	Estimates of the economic value of the productive efforts of household members published by SEA-AR and cooperators. Results interpreted for use by professionals working with persons with limited income and/or employment opportunities, those living in isolated areas, with young children, or on small farms.
Extension--			
--Expand programs to help families optimize real income through productive efforts.	Assessment by SEA and CES to identify program needs and sites for new or expanded efforts.	New research and research-based materials used to expand current program efforts; new programs focused on the elderly, those with low income or limited employment opportunities, and those in isolated areas and on small farms.	Programs operating in all major geographic areas with new program efforts directed to the focus groups. Independent program evaluation reported to cooperators.
Higher Education--			
--Develop a 'critical mass' of trained professionals to disseminate information.	Joint assessment completed by SEA, SAES, and CES staffs regarding personnel and training needs for professionals working in the area of household production. Needs for targeted support identified and competitive grants program implemented.	Adequate supply available of professionals with needed expertise available.	Reassessment conducted of manpower situation and needs.
Integration/Coordination--			
--Produce and disseminate data-based guidance materials to help families to optimize real income through productive efforts.	Joint assessment completed by SEA and CES staffs regarding presently available and needed materials. Plan developed for division of responsibility for preparing needed materials.	Research-based guidance materials developed by SEA, CES, and SAES staffs; field tested in selected target areas; materials evaluated by SEA, CES, SAES researchers and educators.	Materials based on nationwide sample developed and broadly distributed; implications for programmatic efforts assessed.

EXHIBIT 3. BENEFITS AND COSTS TO FAMILIES OF REGULATIONS, MARKET CONDITIONS AND POLICY ACTIONS

Thrust 1, Initiative C

Program Initiatives:

C. . .to assess the benefits and costs of regulations, market conditions, and policy actions directly affecting economic choices and well-being of families.

Focus Groups:

Families as consumers.

Targets for the 80's	Two Year Targets	Five Year Targets	Ten Year Targets
Research--			
--Compile data on the effects of the economic environment on family economic choices and well-being.	Review paper prepared by SEA-AR (extra-mural) to summarize and integrate available research developed in SEA, SAES and public and private social science research groups.	Compendium of SEA and SAES research on the effects of the economic environment on family economic choices and well-being compiled and published jointly by SEA and SAES.	
--Compile data on the response of families as consumers to changes in the regulatory, market, and public environments.	Assessment of data needs regarding the response of families to changes in the regulatory, market, or public policy environments completed by SEA and cooperators.	Analysis of existing panel or other longitudinal data specified in the previous research needs assessment completed and published by SEA-AR.	Results interpreted for use by professionals working with families as consumers.
Extension--			
--Establish new methods and mechanisms for helping families to understand and operate effectively in their role as consumers interacting with social and economic systems.	Assessment by SEA and CES of program delivery systems currently available. Support for pilot programs for new approaches to program delivery in the area of families as consumers.	Special program delivery modes (such as interactive computer systems and storefront consumer centers) in place and operating in limited target areas; current efforts expanded (CES and cooperating agencies).	Expanded programs, based on research based guidance materials available in all major geographic centers.
--Establish appropriate accountability for targeted programs.	Evaluation process in place to assess program consequences. (SEA, CES)	Periodic evaluation reports released.	Periodic evaluation reports released.
Higher Education--			
--Develop educational programs to train individuals to help families as consumers interact with the social and economic systems in which they operate.	Joint assessment completed by SEA, SAES and CES of personnel and training needs for professionals working with families as consumers. Needs for the targeted support identified and competitive grants available.	Adequate supply available of professionals with needed expertise.	Reassessment conducted of manpower situation and needs.
Integration/Coordination--			
--Produce and disseminate research-based guidance materials to help families in their role as consumers to understand and respond to actual and proposed changes in the regulatory, market, and public policy environments.	Joint assessment completed by SEA and CES staffs regarding available and needed materials. Plan developed for division of responsibilities for preparing needed materials.	Research-based guidance materials developed by SEA, CES, and SAES staffs, tested and evaluated.	Materials broadly distributed; implications for programmatic efforts assessed.

EXHIBIT 4. MANAGEMENT OF REAL PROPERTY

Thrust 1, Initiative D

Program Initiative:

D...to enable individuals to handle their economic responsibilities for management of real property, especially during periods of family transition.

Focus Groups:

Rural families.

Targets for the 80's	Two-year Targets	Five-year Targets	Ten-year Targets
Research--			
--Develop research-based assessment of family property management skills and practices.	Inventory of property transfer laws compiled by SEA staffs, SAES and cooperators. SEA and CES cooperate to identify needed data (joint task force).	Data collected by SAES on property transfer knowledge, skills, and practices of families, with special attention to rural families; assessment of effectiveness of various practices and strategies completed and published by SAES.	Results interpreted for use by professionals working with families.
Extension--			
--Have in operation multi-disciplinary-based programs to help families handle their economic responsibilities for management of real property.	CES establish multi-disciplinary task forces to develop statement of program needs related to the management of real property (data needs, program material needs locations for new or expanded program delivery).	Pilot programs supported by SEA to test team approach to program delivery in the area of family property management; evaluation of pilot programs completed.	Programs operating in all geographic areas with special emphasis on programs for rural families.
Higher Education--			
--Train or provide professional refreshment to persons to meet manpower needs.	Joint assessment of needs for manpower and facilities, professional education, and targetted support. (SEA, SAES, CES)	Professionally trained persons available to meet manpower needs for teaching and research.	Reassessment conducted of manpower situation and needs.
Integration/Coordination--			
--Produce and disseminate research-based guidance materials to help families handle their economic responsibilities for management of real property.	Inventory, assessment, and updating of currently available materials completed by SEA and CES (joint task force).	Research-based guidance materials developed by SEA (extramural); targeted for and tested in rural areas.	Materials incorporating information on management skills distributed in rural areas.

EXHIBIT 5: RESOURCE-CONSERVING PRACTICES

Thrust 2, Initiative A

Program Initiative:

A...eliminating household practices that are inefficient and wasteful of resources and developing, demonstrating, and providing comparative data on alternatives that are resource-conserving and their impact on quality of life.

Focus Group:

Families making decisions on housing, transportation, recreation, and those with greatest potential for resource conservation.

Target for the 80's	Two-year Targets	Five-year Targets	Ten-year Targets
Research--			
--Develop comprehensive data on family and consumer housing, transportation, and recreation practices and decisions and related resource consumption.	Existing data on household practices and characteristics reviewed. Conceptual framework for assessing relationship of major household decisions and practices to resource consumption developed. Need for new data jointly assessed by SEA. Capabilities and need for research facilities and personnel assessed (SEA-AR, SAES regional research committee). Proposal and budget request prepared for obtaining National survey data (SEA). Pilot work in progress on data collection methodology and on methodology for developing resource-efficient alternative practices (SEA-AR extramural).	Data collected from National sample (SEA-AR and SAES). Procedures for conducting additional research on alternative household practices developed and research studies underway (SAES). Available data interpreted for use by professionals working with target families and consumers (SAES).	Results from National survey and related laboratory studies interpreted for professionals working with target families and consumers. Mechanisms in place for periodic review and modification in response to observed or anticipated changes in resource availability, technology, household characteristics, or other factors affecting resource consumption.
Extension--			
--Increase the development and implementation of programs that enhance the ability of families and consumers to evaluate consumption alternatives. --Produce and disseminate research-based programs to assist families in making informed decisions.	Program needs assessed. Pilot programs planned (SEA, CES work group). Family's concerns and needs communicated via Extension network from grassroots to National level to serve as input to research process (CES, SEA staff).	Pilot programs implemented, evaluated; then expanded or refocused and retested.	Programs fully operational to serve target families and consumers. Program content, audience, and delivery mode continuously reevaluated and revised as new research becomes available and user needs change.

EXHIBIT 5: RESOURCE-CONSERVING PRACTICES

Higher Education--			
--Strengthen and expand professional training with respect to data collection methods (both laboratory and field studies) and analytical skills essential to the study of resource consumption by households.	Joint assessment of needs for manpower and facilities, professional education and targetted support (SEA, SAES, CES).	Professionally trained persons available to meet manpower needs for teaching and research.	Reassessment conducted of manpower situation and needs (SEA).
Integration/Coordination--			
--Facilitate communication of research-based information to professionals in useful form.	Joint assessment within SEA of separate and shared responsibilities of Research, Extension, and TIS (SEA staffs).	Reassessment, as needed.	Reassessment, as needed.
	To prevent overlap of efforts, plan developed for division of responsibilities in assessing and cataloging presently available materials, and in developing "stop-gap" materials based on the present state-of-the-art, to meet immediate pressing needs (Task force - SEA and cooperators).		
	Proposal developed for expanding Research, Extension, and TIS capabilities in the area of research-based information on household use of energy and other resources--specifically, via consumer decision-making modules that can be adapted by educators to local costs and conditions (Research), clearinghouse role (Extension), and technical information systems (TIS).	Pilot projects completed, evaluated, and implemented (or refocused, and reevaluated). Successful projects fully implemented.	Mechanisms in place. Reassessment, as needed.

EXHIBIT 6: RESOURCE CONSUMPTION BY FAMILIES

Thrust 2, Initiative B

Program Initiative:

B...resource consumption by types of families (e.g., the elderly) in their everyday living.

Focus Group:

Agencies engaged in National and regional evaluation, forecasting, and planning.

Targets for the 80's	Two Year Targets	Five Year Targets	Ten Year Targets
Research--			
--Develop comprehensive data on patterns of resource consumption by families in their everyday living.	Review and compile existing data. Assess need for new data and propose plan for obtaining. (SEA-AR) Develop typologies of families for use in assessing family resource use from policymaking perspective. (SEA-AR extramural)	Collect additional data to meet identified needs. Analyze data using typologies. Develop ongoing model for assessing and forecasting impact of alternative resource conservation policies and changes in resource use. (SEA-AR)	Mechanisms in place for periodic review and modification in response to observed or anticipated changes in resource availability, technology, household characteristics, or other factors affecting resource consumption.
Extension--			
--Base programs on the research findings on patterns of family resource consumption.	Interpret user needs to researchers. Adapt programs, based on new knowledge. (CES)	Continue to adapt, develop, and implement. (CES)	Continue to adapt, develop, and implement.
Higher Education--			
--Strengthen and expand professional training with respect to collection methods (both laboratory and field studies) and analytical skills essential to the study of resource consumption by households, and the presentation of research findings in formats that can serve as input for policy-making.	Joint assessment of needs for manpower and facilities, professional education, and targeted support. Implementation underway. (SEA, SAES, CES)	Professionally trained persons available to meet manpower needs for teaching and research.	Reassessment conducted of manpower situation and needs. (SEA)
Integration/Coordination--			
--Develop and implement networks to communicate research-based information about family resource use to agencies engaged in National and regional evaluation, planning, forecasting.	Work underway to identify target agencies and their needs, and to communicate these needs as input to the research process. (SEA-AR)	Research-based materials developed by SEA disseminated via networks for general use in policy development and in response to specific policy questions. (SEA, CES)	

EXHIBIT 7: IMPLICATIONS OF RESOURCE MANAGEMENT POLICIES FOR FAMILY WELL-BEING

Thrust 2, Initiative C

Program Initiative:

C...implications of alternative resource management policies with respect to the home environment, including trade-offs with family nutrition and health, home safety and sanitation, family economic and social well-being, and other aspects of family functioning.

Focus Group:

Agencies engaged in development of resource policies that impact on families.

Target for the 80's	Two-year Targets	Five-year Targets	Ten-year Targets
Research--			
--Develop comprehensive data on implications (including trade-offs) of resource conservation policy alternatives for all aspects of family functioning.	Compile and interpret existing data. Conduct inventory of SEA research strengths and needs (SEA-AR). Develop policy-assessment framework for use with individual aspects of family functioning (i.e., nutrition and health, etc.) and overall family functioning (SEA-AR and cooperators task force). Plans for obtaining additional field and laboratory data developed. Ongoing cooperative agreements planned and implemented to facilitate quick response capability (SEA-AR and cooperators).	Additional data obtained as needed on a problem-solving basis. No National-scale data collection anticipated (SEA-AR). Ongoing model developed for assessing and forecasting impact of alternative resource conservation policies, and changes in resource use. Results interpreted for policymaking (SEA-AR).	Mechanisms in place for periodic review and modification in response to observed or anticipated changes in resource availability, technology, household characteristics, or other factors affecting resource consumption.
Extension--			
--Utilize research data on implications of resource conservation policy alternatives and develop and interpret them in joint program planning with action and regulatory agencies. Make information available to CES public affairs program.	Agencies identified with whom potential for joint planning (national and regional) is great. Mode for joint planning established. Information on consumer needs and preferences provided to responsible research performers (SEA, CES work group).	Joint planning with A/R agencies being conducted at national and regional levels. New research results being utilized in public affairs programs on resource management (CES).	Assessment completed of joint planning mode and interagency relationships. Recommendations developed for modification. CES public affairs programs on resource management widely available and periodically evaluated in light of interagency joint planning.

EXHIBIT 7: IMPLICATIONS OF RESOURCE MANAGEMENT POLICIES FOR FAMILY WELL-BEING (Continued)

Higher Education--			
--Strengthen and expand professional training with respect to: data collection methods (both laboratory and field studies); analytical skills essential to the study of resource consumption by households; and the presentation of research findings in formats that can serve as input for policymaking.	Joint assessment of needs for manpower and facilities, professional education and targetted support (SEA, SAES, CES).	Professionally trained persons available to meet manpower needs for teaching and research.	Reassessment conducted of manpower situation and needs (SEA).
Integration/Coordination--			
--Develop and implement networks to communicate research-based information about family resource use to agencies engaged in National and regional evaluation, planning, forecasting.	Work underway to identify target agencies and their needs, and to communicate these needs as input to the research process (SEA-AR).	Research-based materials developed by SEA disseminated via networks for general use in policy development and in response to specific policy questions (SEA-AR, CES).	

EXHIBIT 8: RESOURCE-EFFICIENT HOUSING

Thrust 2, Initiative D

Program Initiative:

D...about housing choices (structure and location) that are resource-efficient, yet consider the functioning of the family with respect to employment, to the community, and sources of essential goods and services.

Focus Group:

Families who are forced to move or whose housing requirements are changing.

Targets for the 80's	Two-year Targets	Five-year Targets	Ten-year Targets
Research--			
--Develop and interpret research-based information to facilitate housing decisions by families.	Jointly conducted inventory and assessment of presently available data and materials (SEA-AR and SAES regional research committee). To meet urgent current needs, evaluate, and adapt available information (SEA-AR). Develop and propose plans for collecting data on housing decisions and needs of families of differing characteristics (SEA-AR and SAES regional research committee.	Research completed or underway. Research findings assessed from a family decisionmaking perspective. Documentation published and available to professionals.	Mechanisms in place for periodic review and modification in response to observed or anticipated changes in resource availability, technology, household characteristics, or other factors affecting resource consumption.
Extension--			
--Develop jointly with the building industry, a housing demonstration program to display alternative housing features that are energy conserving, resource efficient and consider the functioning of the family with respect to employment, to the community and to sources of essential goods and services. Provide information on public policy alternatives (building codes, zoning, land use) and their effects on housing structures, location costs, and resource efficiency.	Model program (housing demonstration and public policy alternatives) developed jointly with industry groups, including sites, budget and funding, and linkage to research (SEA, CES task force).	Pilot demonstration programs established and functioning in 10 selected sites. Auxiliary information services and public policy programs planned (CES).	Demonstration programs established and functioning in all states where such a program is needed. Evaluation completed of program effectiveness and cooperation with industry. Modifications proposed (if required).

EXHIBIT 8: RESOURCE-EFFICIENT HOUSING (Continued)

Higher Education--			
--Strengthen and expand professional training with respect to data collection methods (both laboratory and field studies) and analytical skills essential to the study of resource consumption related to family housing decisions.	Joint assessment of needs for manpower and facilities, professional education and targetted support completed (SEA, SAES, CES).	Professionally trained persons available to meet manpower needs for teaching and research.	Reassessment conducted of manpower situation and needs (SEA).
Integration/Coordination--			
--Facilitate communication of research-based information to professionals in useful form.	Joint assessment within SEA of separate and shared responsibilities of Research, Extension, and TIS completed.	Reassessment, as needed.	Reassessment, as needed.
	To prevent overlap of efforts, plan developed for division of responsibilities in assessing and cataloging presently available materials, and in developing "stop-gap" materials based on the present state-of-the-art, to meet immediate pressing needs (SEA, SAES, CES task force).		
	Proposal developed for expanding Research, Extension, and TIS capabilities in the area of research-based information on household use of energy and other resources--specifically via consumer decision-making modules that can be adapated by educators to local costs and conditions (Research), clearinghouse role (Extension), and technical information systems (TIS) (SEA staff).	Pilot projects completed, evaluated, and implemented; or refocused, and reevaluated (SEA).	Mechanisms in place. Reassessment, as needed.
		Successful projects fully implemented.	

EXHIBIT 9: MANAGING ENERGY-RELATED EXPENSES

Thrust 2, Initiative E

Program Initiative:

E...managing expenses resulting from rising energy prices in a manner that safeguards family nutrition and health, home safety and sanitation, and long-term economic security.

Focus Group:

Affected families.

Targets for the 80's	Two Year Targets	Five Year Targets	Ten Year Targets
Research-- --Compile and adapt family economic management information to assist in family solutions in short-term and long-term economic effects of rising energy prices.	Using available data, and knowledge, develop research-based guidance on: 1. Short-term family solutions such as: · conservation alternatives · assistance availability · budget planning with awareness of seasonal expenditure changes and anticipated inflation, and 2. Low-cost and no-cost alternatives for longterm energy consumption reduction, that consider the need to safe-guard family nutrition and health, home safety and sanitation, and longterm economic security as well as the need to promote energy conservation. Assess the need for additional research data. Develop plans to conduct needed studies. (SEA-AR and SAES regional research committees)	Collect new data as needed; analyze; incorporate into guidance materials. (SEA-AR and SAES). Mechanisms in place for periodic review and modification in response to observed or anticipated changes in resource availability, technology, household characteristics, or other factors affecting resource consumption. (SEA-AR)	Reassessment, as needed.
Extension-- --Expand educational programs in family resource management with emphasis on budgeting for energy expenses and establishing and maintaining standards and household arrangements for family health and nutrition, home safety and sanitation and long term economic security.	Program needs assessed nationally and by region, taking into account demographic characteristics of families and other information about size, residence, geographic location, etc. of population segments. Program methodologies selected and materials designed. Plan developed for preparation of materials, including division of responsibility among CES specialists and states. (SEA, CES task force)	New program materials distributed and utilized in expanded program in all states. Plan developed for updating materials with new research data. (CES)	Expanded program functioning in all states with up-to-date, research-based program materials. Evaluation of social and economic impact completed by independent agent.

EXHIBIT 9: MANAGING ENERGY-RELATED EXPENSES (Continued)

Targets for the 80's	Two Year Targets	Five Year Targets	Ten Year Targets
Higher Education--			
--Strengthen and expand professional training with respect to skills essential to the analysis of household resource consumption, and the application of that area to family resource management.	Joint assessment of needs for manpower and facilities, professional education and targeted support.(SEA, SAES, CES)	Professionally trained persons available to meet manpower needs for teaching and research.	Reassessment conducted of manpower situation and needs. (SEA)
Integration/Coordination--			
--Facilitate communication of research-based information to professionals in useful form.	Joint assessment within SEA of separate and shared responsibilities of Research, Extension, and TIS. To prevent overlap of efforts, plan developed for division of responsibilities in assessing and cataloging presently available materials, and in developing "stop-gap" materials based on the present state-of-the-art to meet immediate pressing needs.	Reassessment, as needed.	Reassessment, as needed.
	Proposal developed for expanding research, extension, and TIS capabilities in the area of research-based information on household use of energy and other resources--specifically, via consumer decision-making modules that can be adapted by educators to local conditions (Research), clearinghouse role (Extension), and technical information systems (TIS).	Pilot projects completed, evaluated, and implemented (or re-focused, and reevaluated). Successful projects fully implemented.	Mechanisms in place. Reassessment, as needed.

EXHIBIT 10: COPING WITH ENERGY OR WATER SHORTAGES

Thrust 2, Initiative F

Program Initiative:

F...coping with emergency situations caused by energy or water shortages or other interruptions to supply.

Focus Group:

Families.

Targets for the 80's	Two Year Targets	Five Year Targets	Ten Year Targets
Research--			
--Develop and interpret research-based information to facilitate household functioning during emergencies.	Jointly conducted inventory and assessment of presently available data and materials.	Research findings assessed and interpreted from a family decision-making perspective. Documentation published and available to professionals. (SEA-AR, SAES)	
	Plans developed and proposed for limited-scale household surveys to identify current practices, and attitudes about alternatives. Implementation begun. (SEA-AR, SAES regional research committee)	Mechanisms in place for periodic review and modification in response to observed or anticipated changes in resource availability, technology, household characteristics, or other factors affecting resource consumption. (SEA-AR)	
Extension--			
--Information continuously available to families to assist them in coping with energy and water emergencies.	Program model developed for nationwide, continuously available information, adapted to local conditions, and periodically updated. Available resources and budget needs assessed. Pilot projects designed. (SEA, CES task force)	Pilot projects completed and evaluated. Program model appropriately revised. Plans completed for full implementation nationally. (SEA, CES, with task force activity as needed)	Program operational nationwide. System tests designed and implemented.
Higher Education--			
--Strengthen and expand professional training with respect to data collection methods (both laboratory and field studies) and analytical skills essential to the study of household functioning during energy and water emergency situations.	Joint assessment of needs for manpower and facilities, professional education and targeted support. Implementation underway. (SEA, SAES, CES)	Professionally trained persons available to meet manpower needs for teaching and research.	Reassessment conducted of manpower situation and need. (SEA)

EXHIBIT 10: COPING WITH ENERGY OR WATER SHORTAGES (Continued)

Targets for the 80's	Two Year Targets	Five Year Targets	Ten Year Targets
Integration/Coordination--			
--Facilitate communication of research-based information to professionals in useful form.	Joint assessment within SEA to separate and shared responsibilities of Research, Extension, and TIS.	Re-assessment, as needed.	Re-assessment, as needed.
	To prevent overlap of efforts, plan developed for division of responsibilities in assessing and cataloging presently available materials, and in developing "stop-gap" materials based on the present state-of-the-art, to meet immediate pressing needs.		
	Proposal developed for expanding Research, Extension, and TIS capabilities in the area of research-based information on household use of energy and other resources--specifically, via consumer decision-making modules that can be adapted by educators to local conditions (Research), clearinghouse role (Extension), and technical information systems (TIS).	Pilot projects completed, evaluated, and implemented (or re-focused, and re-evaluated) Successful projects fully implemented.	Mechanisms in place. Re-assessment, as needed.

EXHIBIT 11. RESOURCE-EFFICIENT PROGRAM DELIVERY MODES

Thrust 2, Initiative G

Program Initiative:

G...Program delivery modes that are less transportation intensive for clientele as well as for program professionals.

Focus Groups:

Extension personnel.

Targets for the 80's	Two Year Targets	Five Year Targets	Ten Year Targets
Research--			
--Develop research-based information on energy consumption associated with alternative program delivery modes, including trade-off that may exist between energy efficiency and program effectiveness.	Jointly conducted inventory and assessment of existing practices and assessment of alternatives completed. (SAES, CES)	Documentation published and available to professionals. Mechanisms in place for periodic review and modifications.	
Extension--			
--Utilize program delivery methodologies and technologies that are resource conserving, efficient and effective, including: -computer technology -audio, video teleconferences and telelectures -consumer newsletters, specialized by audience -state-wide systems utilizing dial-access technology -mass media, including Cable TV -electronic mail -correspondence courses -use of volunteer "master homemakers" to answer consumer calls for information.	Inventory and assessment of existing practices conducted (jointly with research staff). Preliminary results distributed to state CES staffs. (CES, SAES)	Results of assessment of alternative methodologies and practices utilized in CES planning in all states.	
Integration/Coordination--			
--Extend research-based information to extension professionals and to others involved in family education programs.	Extension-- Approach developed to share new information within Extension channels. (CES, SEA) Other family education programs-- Joint assessment and development of approach for sharing information. (CES, SEA, other cooperators and agencies)	Documentation in hands of family education program professionals.	

EXHIBIT 12. USE OF DIETARY RECOMMENDATIONS

Thrust 3, Initiative A

Program Initiative:

A...research which facilitates adaptation and use of dietary standards and recommendations (e.g., the RDA's and the Dietary Guidelines for Americans) to needs and problems of families and individuals, taking into account household practices, resource limitations, and stage in family life cycle.

Focus Groups:

Families as consumers.

Targets for the 80's	Two-year Targets	Five-year Targets	Ten-year Targets
Comprehensive compilation and assessment of published research results on food and nutrition and diet as related to household food practices, resource limitations, and family life cycle; research underway on all major topics.	Available research examined concerning practices of families at each stage of the life cycle. Determination made of where research is inadequate (SEA and SAES task force).	Needed research underway. (SEA-HN & SAES).	New data interpreted for use by professionals in education and direct family use. Needs assessed for additional or updated research.
	Develop review articles (i.e. biological, dietary practices, food composition and community) to summarize what is known (SEA and SAES task force).	Available information interpreted in the form of guidance for families (SAES).	Results of the use of guidance by professionals and families evaluated.

EXHIBIT 13. MULTIPLE APPROACH TO NUTRITION EDUCATION

Thrust 3, Initiative B

Program Initiative:

B...multidisciplinary nutrition and education programs which emphasize nutrition's role in health promotion including:
1) information to make informed food choices
2) diet factors related to health risks
3) ways to improve nutritional quality of food

Focus Groups:

Teachers and students in K-12, other educators, food industry executives. Families with special needs: (single-person households, single-parent families, multi-earner families, elderly).

Targets for the 80's	Two-year Targets	Five-year Targets	Ten-year Targets
Guidance materials developed for educators and family counselors on the use of Dietary Guidelines for Americans, RDA's and nutrition labeling, that take into account household food practices, resource limitations (including physical and time limitations), and ethnic or cultural food preferences of all major population groups.	Assessment completed of current use of dietary materials including industry produced material, and of gaps and need for education, considering needs of ethnic and cultural groups in population. Research designed to fill gaps and needs (SAES Regional Research Committee).	Existing materials reviewed and updated for accuracy and pertinence. New material prepared as needed, utilizing available research. (SEA, SAES, CES task force) Industry participation in development of new materials encouraged.	Resource material provided to educators in health and multidisciplinary nutrition programs. Effectiveness of materials evaluated by independent agent.

EXHIBIT 14. NUTRITIONAL AND FOOD SAFETY ASPECTS OF HOME FOOD PREPARATION

Thrust 3, Initiatives C and D

Program Initiatives:

C...home food preparation methods that reflect dietary guidance, conserve nutritional quality, are economical and energy efficient, and are acceptable to given ethnic and cultural groups.

D...development of new knowledge and tested recommendations regarding food safety--recommended handling in household, recognition of hazards.

Focus Groups:

Ethnic and cultural minorities.

Preparers of food in the home.

Targets for the 80's	Two-year Targets	Five-year Targets	Ten-year Targets
Develop information to help home food handlers, including ethnic and cultural minories, utilize appropriate food methods that will result in nutritional and safe food acceptable within their culture.	Technical review completed of articles on nutritional composition of foods prepared in different ways. Emphasis given to ethnic and cultural groups. Review completed of available research results on effect of home food preservation methods on nutritional quality, safety, energy, and monetary costs. Gaps in research identified (SEA-HN and Regional Research Committee).	Research program underway to answer questions identified as research gaps and develop more effective home practices (Regional research studies, special grants, and SEA-HN research).	Existing and new research interpreted for use by professionals in development of educational materials. Program materials based on validated findings produced, tested, and disseminated.

EXHIBIT 15. FOOD AND NUTRITION REFERRAL SERVICES IN COMMUNITIES

Thrust 3, Initiative E

Program Initiative:

E...initiation, strengthening, and coordination of existing information and referral services in communities regarding food and nutrition programs available to families.

Focus Groups:

Urban residents.

Target for the 80's	Two-year Targets	Five-year Targets	Ten-year Targets
Food and nutrition program information and referral service available in all communities.	Plan developed for service to be available at community, State and Federal levels. Appropriate funding or sponsoring of cooperative agencies identified, (SEA-CES task force).	Referral services established. Needed assessments made to support elimination of duplication in program objectives - staffing.	Evaluation of effectiveness of referral services completed by independent agent.

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EXHIBIT 16. PROFESSIONAL EDUCATION IN HOUSEHOLD FOOD MANAGEMENT, FOOD SCIENCE, FOOD ECONOMICS, NUTRITION SCIENCE AND EDUCATION, COMMUNITY NUTRITION AND DIETETICS

Thrust 3, Initiative F

Program Initiative:

F...supplemental education, advanced degree programs, training, grants, graduate assistant stipends, research funding, designed to produce sufficient numbers of competent persons for research, education, and policy making in household food management, food science, food economics, nutrition science and education, community nutrition and dietetics.

Focus Groups:

Academic community.

Targets for the 80's	Two-year Targets	Five-year Targets	Ten-year Targets
Sufficient numbers of appropriately trained professionals available to conduct research and education programs.	Needs assessed for numbers of persons with graduate degrees in appropriate specialties, and of types of positions available and potential employers, and of training needs. Information made known to academic community, career program guidance persons in public schools, and to private industry (task force of SEA and cooperators).	Adequate supply of available professionals with needed expertise available.	Reassessment conducted of manpower situation and needs.

EXHIBIT 17. NUTRITION EDUCATION NETWORKS

Thrust 3, Initiative G

Program Initiative--

G...networks to provide nutrition education, including extension, health care providers, higher education, research.

Focus Groups:

Concerned professionals.

Target for the 80's	Two-year Targets	Five-year Targets	Ten-year Targets
Networks in place and functioning to provide nutrition education to all Americans.	Assessment of present methods and their purpose and duplications and gaps in delivering education to public. (SEA-SCES special study). Plan developed for strengthening existing networks, eliminate unnecessary duplication and closing gaps. (Interagency task force including SEA, SCES, other agencies and cooperators).	Networks established and functioning. (SEA as coordinator)	Reassessment completed of needs served by networks and their functioning. Recommendations developed for readjustment.

EXHIBIT 18. PARENTING TO PROMOTE OPTIMUM DEVELOPMENT OF CHILDREN

Thrust 4, Initiative A

Program Initiative:

A...on parenting skills that promote the optimum development of children.

Focus Groups:

1) Child care providers
2) Single parents
3) Teenaged parents

Targets for the 80's	Two Year Targets	Five Year Targets	Ten Year Targets
Research--			
--Expand research base to identify major characteristics of optimum development, their interrelationships, and practices which contribute to development of these characteristics in children.	Review of existing research completed by SAES regional research committee; gaps and data needs identified; study(s) designed to expand research base.	Regional and SAES research underway to generate missing information.	Studies completed and reported; assessment of state-of-knowledge completed and published.
Extension--			
--Extend network to ensure that research-based education on parenting is provided to single parents, teenage parents, and child care providers.	Present outreach to focus groups assessed by SEA-CES task force. Needs (location and objectives) identified for strengthened effort. Methodologies determined; potential identified for cooperative programs with other agencies.	CES network expanded or selectively strengthened to serve focus groups using new program materials.	Evaluation completed; needs assessed for program adjustments.
Higher Education--			
--Strengthen and expand professional training in parenting education.	Joint assessment of needs for manpower and facilities, professional education, and targeted support. Implementation underway. (SEA, SAES, CES)	Professionally trained persons available to meet manpower needs for teaching and research.	Reassessment conducted of manpower situation and needs. (SEA)
Integration/Coordination--			
--Produce and disseminate research-based guidance materials to help single parents, teenage parents, and child care providers assess and improve their parenting practices.	Task force (SEA, CES, SAES) review of existing program materials completed; needs for new information and program materials identified; agreement reached on responsibilities for meeting needs.	New program materials developed for focus groups. Materials utilize available data and are suitable to determined upon methodologies.	Program materials incorporating or based on new research developed and disseminated.

EXHIBIT 19. MANAGEMENT OF STRESS IN FAMILIES

Thrust 4, Initiative B

Program Initiative:

B...on how families can identify and manage the stress associated with changing social and economic conditions (e.g., inflation, employment outlooks), changes in family structure (e.g., divorce, widowhood, retirement, and other critical life events), moving, job change, unemployment.

Focus Group:

Affected families.

Targets for the 80's	Two Year Targets	Five Year Targets	Ten Year Targets
Research--			
--Develop knowledge of incidence, causes and nature of stress in families and of the results of stress. Evaluate approaches to stress management, including preventive and ameliorative practices.	Research received and review articles prepared by SAES regional research committee; specific data needs and evaluation studies identified for regional research and special grant support.	Regional study underway, special grants program established. Joint SAES-CES studies underway to evaluate educational methodologies and approaches.	Studies completed and reported. Review and assessment of knowledge completed. Evaluation of future data needs in process.
Extension--			
--Establish educational programs needed by families to help them manage stress associated with changing social and economic conditions, changes in family structure and other critical life events.	Task force (SEA, CES) established to work with regional CES associations and subject matter specialists in States to identify specific needs for new program effort.	CES network to provide stress management offerings expanded and improved.	Have in place educational programs to provide information on stress management in locations of greatest need for such programs. Availability of such assistance known to potential users.
Higher Education--			
--Provide professional education needed to train educators and researchers in the area of family stress.	Joint assessment of needs for manpower and facilities, professional education and targeted support. Implementation underway. (SEA, SAES, CES)	Professionally trained persons available to meet manpower needs for teaching and research.	Reassessment conducted of manpower situation and needs.
Integration/Coordination--			
--Develops guidance materials, based on validated information, for use by professionals working with families.	Joint task force (SEA, SAES, CES) established to review available program materials; identify gaps and needs - identify needs for evaluation studies (educational methods, logic and approaches). Facilitate establishment of responsibilities for performing needed work.	New program materials prepared and evaluated in accordance with agreed on responsibilities, and disseminated to professionals.	Program materials prepared or updated on the basis of new research.

EXHIBIT 20. FAMILY AND COMMUNITY SUPPORT SYSTEMS

Thrust 4, Initiatives C and D

Program Initiatives:

C...the nature, extent, and contribution to family well-being of support systems (community or multi-generational family) that enable families to plan for and adjust to changes through the life cycle.

D...on the impact of communities, institutions, and services on the functioning and well-being families.

Focus Groups:

Multi-generational households, geographically mobile families, transient families.

Community and rural development planners.

Targets for the 80's	Two Year Targets	Five Year Targets	Ten Year Targets
Research--			
--Develop knowledge of the nature and extent of family and community support systems and services and evaluate their potential for helping families adjust to change.	Research reviewed and review articles prepared by SAES regional research committee; specific data needs identified and regional study designed.	Regional study underway, special grants program established.	Studies completed and state-of-knowledge papers completed and published. Arrangements in place for regular updating.
Extension--			
--Extend network to ensure that research-based knowledge about family and community support systems is available and utilized in improving family functioning.	Present outreach to focus groups assessed by SEA-CES task force. Needs (location and objectives) identified for strengthened effort. Methodologies determined; potential identified for co-operative programs with other agencies.	CES network expanded or selectively strengthened to serve focus groups using new program materials.	Continuous, reliable, research-based information and programs available. Evaluation methodology developed and programs regularly assessed. Needs assessed for program admustments.
Higher Education--			
--Develop a "critical mass" of trained professionals to disseminate information.	Joint assessment of needs for manpower and facilities, professional education, and targeted support. (SEA, SAES, CES)	Professionally trained persons available to meet manpower needs for teaching and research.	Reassessment conducted of manpower situation and needs. (SEA)
Integration/Coordination--			
--Produce and disseminate research based guidance materials to help single parents, teenage parents, and child care providers, assess and improve their parenting skills and practices.	Task force (SEA, CES, SAES) review of existing program materials completed; needs for new information and program materials identified; agreement reached on responsibilities for meeting needs.	New and updated program materials (utilizing available data) developed for focus groups, suitable to agreed upon methodologies; in accordance with agreed on division of responsibilities.	SEA a recognized source for program materials incorporating or based on new research developed and disseminated.

EXHIBIT 21. COMPREHENSIVE AND VALIDATED RESEARCH BASE

Targets for the 80's	Two Year Targets	Five Year Targets	Ten Year Targets
Develop critical masses of research capability (i.e., scientists, support personnel, facilities and equipment) to meet needs for national and special purpose studies.	Existing literature reviewed; gaps and invalid information identified. Specific data needs identified (SEA-AR and cooperators). National survey(s) designed to meet needs of SEA and cooperators (SEA-AR).	National survey data collected to meet needs of SEA and cooperators; data tapes available to cooperators (SEA-AR).	Research completed and published. Program interpretations developed, disseminated, and implemented.
Develop comprehensive data and valid conclusions on major hypotheses and applied research questions.	Regional and State projects designed to provide data on special populations or utilize national data in special analyses (SAES and other cooperators).	Regional and State projects underway (SAES and other cooperators).	Research-based materials prepared and disseminated to users of information and education programs.
Interpret results for program applications.	Available research data reviewed, assessed, interpreted, and disseminated. (SEA)		State of knowledge assessed and needs for additional research identified.
Strengthen and improve communication channels between research and education.	Communication channels between research and education clearly established and productive. (SEA)		

EXHIBIT 22. PROVIDING FOR PROFESSIONAL EXPERTISE TO IMPLEMENT NEW INITIATIVES IN HOME ECONOMICS RESEARCH AND EXTENSION

Targets for the 80's	Two Year Targets	Five Year Targets	Ten Year Targets
Provide opportunities and support for advanced higher education in home economics to produce needed professional expertise.	Manpower needs assessed for specific research or educational responsibilities or expertise. Targeted support provided for professional education.	Adequate supply available of professionals with needed expertise, including a significant increase in the number with advanced degrees.	Reassessment conducted of manpower situation and needs.

EXHIBIT 23. CONSUMER INFORMATION DELIVERIES AND REFERRAL SERVICE

Targets for the 80's	Two Year Targets	Five Year Targets	Ten Year Targets
Building on the present cooperative extension networks: Expand, strengthen, and maintain consumer education centers to serve focus groups.	Capabilities of existing networks reviewed; agencies identified with potential as cooperators; models developed and plans completed for strengthened/expanded network. (SEA-EXT and SEA cooperators).	Networks in process of being strengthened and expanded.	Expanded networks fully operational. Evaluation performed of its efficiency and effectiveness in providing information and education to focus groups. Recommendations developed for modifications, if needed.
Establish, strengthen or maintain, as needed, communications links, referral services and mechanisms for cooperative or coordinated action.			
Develop, test, and implement effective and efficient methodologies and approaches for providing information and education to focus groups.	Pilot projects in place to test efficiency of methodology to reach focus groups.	Improved methodology adapted to regional, state, and local need and incorporated in programming procedures.	Flexibility to meet new user demands effectively incorporated into programming practice.
Establish appropriate accountability for targeted programs.	Process for evaluation of program consequences in place.	Progress reports on program consequences being released periodically.	Progress reports on program consequences being released periodically.

EXHIBIT 24. NATIONAL CLEARINGHOUSE ON THE FAMILY

Targets for the 80's	Two Year Targets	Five Year Targets	Ten Year Targets
USDA approved Assemble and collect/family and consumer educational materials, including the results of home economics research, training methods, procedures, and other related materials which would be maintained in the National Agricultural Library and provided to Cooperative Extension and other interested persons.	Clearinghouse established and performing some of planned functions. (SEA-TIS)	Clearinghouse fully functioning. Evaluation completed of its effectiveness. Reassessment completed of needs. Recommendations developed for adjustments.	Clearinghouse fully functioning. Evaluation completed of its effectiveness. Reassessment completed of needs. Recommendations developed for adjustments.
Provide access to current research results, bibliographic data bases (AGRICOLA, ERIC, etc.), human resources directory, multimedia resources, and the Extension educational resources bibliography, computer assisted instruction teaching module directory, and action regulatory program information.	Computer access to resources established in every state,with staff capability to access system (CES).	Computer access to resources established in every county,with staff capability to access system (CES),and procedures being established for direct access by users.	
Develop information systems that would provide the following management functions: (a) Problem log of solved/unsolved problems; (b) action line to other consumer education centers; and (c) activities and accomplishment reports.	Design process to collect needed data and catalogue/organize for management purposes.	Reporting system in place and functioning.	Computerized data available to appropriate users to provide information on current program status and identify emerging problems.
Cooperate with other Federal and non-Federal efforts that provide information retrieval support to consumer educators such as the Consumer Education Resources Network (CERN) to assure access to their information system.	Communication with other agencies to identify common interests and available data bases.	Pilot efforts implemented at Federal and non-Federal levels.	Information system in place to provide research results and information to users.

EXHIBIT 25. PROCESS OVERVIEW

Involvement/Assessment	Analysis/Development	Integration/Evaluation
Research:		
Review and evaluate existing research findings, including evaluation of education and research methodologies.	Develop and conduct research programs to generate missing information and knowledge.	Assess and synthesize findings. Interpret knowledge for professionals and public policy makers.
Develop a synthesis of questions and conclusions.		
Identify potential for cooperative or coordinated effort.		
Extension:		
Review existing mode of program delivery to and coverage of focus groups.	Expand education programs to reach new audiences, using new methodologies and approaches.	Evaluate results of education programs and resulting social and economic consequences.
Identify needs for program delivery methods and locations.	Examine characteristics and life style of potential audience and modify delivery modes as needed.	Integrate new with traditional methodology to meet expanding clientele need.
Assess potential for cooperative or coordinated effort with other providers.	Clarify unique role of CES to avoid duplication of service, while improving or expanding user benefit..	Improve and extend outreach to and resources available for target audiences.
Higher Education:		
Examine and assess present programs in light of needs for specific professional competences. Prioritize curriculum and program needs.	Strengthen capacities of institutions to provide highly trained professionals in needed specialties and to respond to societal needs.	Evaluate fulfillment of manpower needs.
Integration/Coordination (a shared responsibility):		
Inventory and assess available data and program materials.	Continuously integrate knowledge into education materials and disseminate materials.	Interpret knowledge for target audiences.
Identify needs for new or strengthened materials and information.		

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APPENDIX A: PERTINENT EXCERPTS FROM PUBLIC LAW 95-113--SEPT. 29, 1977

FOOD AND AGRICULTURAL ACT OF 1977

TITLE XIV--NATIONAL AGRICULTURAL RESEARCH, EXTENSION, AND TEACHING POLICY ACT OF 1977

SHORT TITLE

SEC. 1401. This title may be cited as the "National Agricultural Research, Extension, and Teaching Policy Act of 1977".

Subtitle A--Findings, Purposes, and Definitions

FINDINGS

SEC. 1402. Congress finds that--

(1) the Federal Government of the United States has provided funding support for agricultural research and extension for many years in order to promote and protect the general health and welfare of the people of the United States, and this support has significantly contributed to the development of the Nation's agricultural system;

(2) the agencies conducting such federally supported research were established at different times in response to different and specific needs and their work is not fully coordinated;

(3) these agencies have only been partially successful in responding to the needs of all persons affected by their research, and useful information produced through such federally supported research is not being efficiently transferred to the people of the United States;

(4) expanded agricultural research and extension are needed to meet the rising demand for food and fiber caused by increases in worldwide population and food shortages due to short-term, localized, and adverse climatic conditions;

(5) increased research is necessary to alleviate inadequacies of the marketing system (including storage, transportation, and distribution of agricultural and forest products) which have impaired United States agricultural production and utilization;

(6) advances in food and agricultural sciences and technology have become increasingly limited by the concentration upon the thorough development and exploitation of currently known scientific principles and technological approaches at the expense of more fundamental research, and a strong research effort in the basic sciences is necessary to achieve breakthroughs in knowledge that can support new and innovative food and agricultural technologies;

(7) Federal funding levels for agricultural research and extension in recent years have not been commensurate with needs stemming from changes in United States agricultural practices and the world food and agricultural situation;

(8) new Federal initiatives are needed in the areas of--

(A) research to find alternatives to technologies based on fossil fuels;

(B) research and extension on human nutrition and food consumption patterns in order to improve the health and vitality of the people of the United States;

(C) research to find solutions to environmental problems caused by technological changes in food and agricultural production;

(D) aquacultural research and extension;

(E) research and extension directed toward improving the management and use of the Nation's natural and renewable resources in order to meet the increased demand for forest products, conserve water resources (through irrigation management, tail water reuse, desalination,

crop conversation, and other water conservation techniques), conserve soil resources, and properly manage rangelands;

(F) improving and expanding the research and extension programs in home economics;

(G) extension programs in energy conservation;

(H) extension programs in forestry and natural resources, with special emphasis to be given to improving the productivity of small private woodlands, modernizing wood harvesting and utilization, developing and disseminating reliable multiple-use resource management information to all landowners and consumers, and the general public, wildlife, watershed, and recreational management, and cultural practices (including reforestation, protection, and related matters);

(I) research on climate, drought, and weather modification as factors in food and agricultural production;

(J) more intensive agricultural research and extension programs oriented to the needs of small farmers and their families and the family farm system, which is a vital component of the agricultural production capacity of this country;

(K) research to expand export markets for agricultural commodities;

(L) development and implementation, through research, of more efficient, less wasteful, and environmentally sound methods of producing, processing, marketing, and utilizing food, fiber, waste products, other nonfood agricultural products, and forest and rangeland products;

(M) research to develop new crops, in order to expand our use of varied soils and increase the choice of nutritional and economically viable crops available for cultivation; and

(O) investigation and analysis of the practicability, desirability, and feasibility of using organic waste materials to improve soil tilth and fertility, and extension programs to disseminate practical information resulting from such investigations and analyses; and

(9) the existing agricultural research system consisting of the Federal Government, the land-grant colleges and universities, other colleges and universities engaged in agricultural research, the agricultural experiment stations, and the private sector constitute an essential national resource which must serve as the foundation for any further strengthening of agricultural research in the United States.

PURPOSES

SEC. 1403. The purposes of this title are to--

(1) establish firmly the Department of Agriculture as the lead agency in the Federal Government for the food and agricultural sciences, and to emphasize that agricultural research, extension, and teaching are distinct missions of the Department of Agriculture;

(2) undertake the special measures set forth in this title to improve the coordination and planning of agricultural research, identify needs and establish priorities for such research, assure that high priority research is given adequate funding, assure that national agricultural research, extension, and teaching objectives

are fully achieved, and assure that the results of agricultural research are effectively communicated and demonstrated to farmers, processors, handlers, consumers, and all other users who can benefit therefrom;

(3) increase cooperation and coordination in the performance of agricultural research by Federal departments and agencies, the States, State agricultural experiment stations, colleges and universities, and user groups;

(4) enable the Federal Government, the States, colleges and universities, and others to implement needed agricultural research, extension, and teaching progrms, including the initiatives specified in section 1402(8) of this title, through the establishment of new programs and the improvement of exisiting programs, as provided for in this title;

(5) establish a new program of grants for high-priority agricultural research to be awarded on the basis of competition among scientific research workers and all colleges and universities;

(6) establish a new program of grants for facilities and instrumentation used in agricultural research; and

(7) establish a new program of education grants and fellowships to strengthen training and research programs in the food and agricultural sciences, to be awarded on the basis of competition.

DEFINITIONS

SEC. 1404. When used in this title--

(1) the term "Advisory Board" means the National Agricultural Research and Extension Users Advisory Board;

(2) the term "agricultural research" means research in the food and agricultural sciences;

(3) the term "aquaculture" means the propagation and rearing of aquacultural species, including, but not limited to, any species of finfish, mollusk, or crustacean (or other aquatic invertebrate), amphibian, reptile, or aquatic plant, in controlled or selected environments;

(4) the terms "college" and "university" mean an educational institution in any State which (A) admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate, (B) is legally authorized within such State to provide a program of education beyond secondary education, (C) provides an educational program for which a bachelor's degree or any other higher degree is awarded, (D) is a public or other nonprofit institution and (E) is accredited by a nationally recognized accrediting agency or association;

(5) the term "cooperative extension services" means the organizations established at the land-grant colleges and universities under the Smith-Lever Act of May 8, 1914 (38 Stat. 372-374, as amended; 7 U.S.C. 341-349), and section 209(b) of the Act of October 26, 1974 (88 Stat. 1428, as amended; D.C. Code, sec. 31-1719(b);

(6) the term "Department of Agriculture" means the United States Department of Agriculture;

(7) the term "extension" means the informal education programs conducted in the States in cooperation with the Department of Agriculture;

(8) the term "food and agricultural sciences" means sciences relating to food and agriculture in the broadest sense, including the social, economic, and political considerations of--

(A) agriculture including soil and water conservation and use, the use of organic waste materials to improve soil tilth and fertility, plant and animal production and protection, and plant and animal health;

(B) the processing, distributing, marketing, and utilization of food and agricultural products;

(C) forestry, including range management, production of forest and range products, multiple use of forest and range lands, and urban forestry;

(D) aquaculture;

(E) home economics, human nutrition, and family life; and

(F) rural and community development;

(9) the term "Joint Council" means the Joint Council on Food and Agricultural Sciences;

(10) the term "land-grant colleges and universities" means those institutions eligible to receive funds under the Act of July 2, 1862 (12 Stat. 503-505, as amended; 7 U.S.C. 301-305, 307 and 308), or the act of August 30, 1890 (26 Stat. 417-419, as amended; 7 U.S.C. 321-326 and 328), including the Tuskegee Institute;

(11) the term "Secretary" means the Secretary of Agriculture of the United States;

(12) except as provided in subtitle H of this title, the term "State" means any one of the fifty States, Puerto Rico, Guam, the District of Columbia, and the Virgin Islands of the United States;

(13) the term "State agricultural experiment stations" means those institutions eligible to receive funds under the Act of March 2, 1887 (24 Stat. 440-442, as amended; 7 U.S.C. 361a-361i); and

APPENDIX B: EXISTING PROGRAMS

This appendix includes a description of the existing system and an inventory of research and programs related to New Initiatives. References cited are listed at the end of the appendix.

THE PRESENT SYSTEM

EXTENSION

Nearly 4,000 county Extension home economists, located throughout the United States, inform and educate families and consumers in many subject matter areas. Extension is traditionally a grass-roots organization. Its structure is based on the concept that grass-roots educators, close to the people, see needs and problems and respond, with the cooperation of State land-grant universities and the U.S. Department of Agriculture. Extension is not a line agency. The Federal and State governments are in partnership to meet needs of people through programs mutually agreed on.

Home economics program delivery has emphasized information dissemination to client groups who volunteer to diffuse the knowledge and assist in helping a wider circle of interested clients develop skills and abilities in the areas of new knowledge. In many States, organized clubs have been the primary clientele and source of volunteer diffusion. Since the midfifties, increasing emphasis has been placed on working with groups with special or problem-related interests, on the use of mass media and on other newer approaches. The volunteer leader and paraprofessional approach has helped Extension home economists, including those in food and nutrition, to maximize the number of individuals and families receiving their educational materials. These approaches also reduce control over education and information by professional staff.

A recent national survey indicates that 17 million (10.1 percent of today's adult population) have participated in some aspect of the home economics Extension program (including nutrition). Among 51 percent of the respondents who reported that they had received home economics information via Extension, 23 percent said it was very useful; 19 percent, fairly useful; and 10 percent, not useful or not too useful. About half, 48 percent, could not say whether the information had been useful to them, which suggests that the information diffusion may be effective in creating awareness but not in creating change in practices. More careful focusing on both subject matter and potential clientele could increase overall effectiveness. Also, the research information base for developing relevant educational materials and determining actual needs of potential clientele is inadequate or not current.

ECOP (Extension Committee on Organization and Policy) maintains a standing Home Economics Subcommittee charged with national program oversight. In 1966, the ECOP Home Economics Subcommittee prepared its first FOCUS report (2). The report identified areas of national concern and suggested program directions, important clientele groups, and content of programming. FOCUS II (3) followed in 1974, based on new census data and reflecting the accelerated change that had occurred since 1966 in social, economic, and physical environments. The FOCUS reports were designed to provide national program direction from a broad, multi-State perspective and to show how Extension programs can contribute to resolving major national concerns related to the quality of life. However, even though FOCUS II identified many serious social and economic concerns facing the nation, the resources available to the programs were so limited that little redirection among

the existing programs or potential clientele was possible. A stronger effort was needed to generate new resources.

Problems of inflation, energy costs, nutrition-related health concerns, and changes in lifestyle have intensified. Limiting potential clientele and program efforts to priority areas is essential. A 1979 task force report of the ECOP Home Economics Subcommittee updated the view of families' needs for information and education programs (4). Means for focusing program efforts and limiting clientele for an enhanced program were not dealt with in the 1979 task force report.

Major sources of research reports are USDA, industry, universities, and State experiment stations. More research covering broader subject matter areas and more interaction with researchers would improve effectiveness of the Extension home economics program.

TECHNICAL INFORMATION

The Technical Information System (TIS) of USDA/SEA disseminates information about agriculture and related sciences to scientists and reseachers, administrators and managers, farmers, educators and to the general public. It maintains a collection of printed materials which are available through interlibrary loan, reference and bibliographic services, and a current index of articles from over 6,000 journals.

The Food and Nutrition Information and Education Resource Center of SEA-TIS is responsible for collecting and disseminating food and nutrition education material, including the results of research and training methods, to the public. The center provides journals, reports, books, and audio-visual aids. Its services include lending, reference, and computer on-line retrieval of information. Services in home economics areas other than food and nutrition are limited.

RESEARCH[1/]

Home economics research is conducted in some institutions throughout the United States and in USDA/SEA. Support is derived from numerous sources, but support through the land-grant system (institutions established by the Acts of 1862 and 1890) is currently the major source of continuing and stable funding in States.

Several administrative structures are used in the States to relate home economics to the agricultural experiment station and to agriculture. The most common structure is that home economics is a separate academic unit which, for research, functions in the manner of a department within the college or school of agriculture.

The amount of funding support probably reflects the current position of home economics research in the priorities of the administrators of the experiment stations and 1890 college and university programs. The mean percentage of funds allocated to home economics is 2.8 percent of the total experiment station funds. The percentage ranges from zero to 11.0 percent in the 1862 land-grant institutions; the high end of the range is a small State with an active home economics research program.

In USDA, nutrition and food-related research comprises most research effort directed to home economics concerns. In addition, there are small but signifi-

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1/ Based on the HERAPP report (7, pp. 107-115).

cant research programs in the areas of family economics and textiles.

Research requires a critical mass of scientists and support staff. Home economics research suffers from the lack of adequate numbers of funded scientists and technical and clerical personnel. The scientists in home economics represent 3.6 percent of the total professional researchers in the experiment stations; this figure is biased upwards slightly by including the professional researchers in the 1890 land-grant colleges. When we calculate ratios of technical and clerical personnel to scientists, home economics fares poorly; for each researcher in the experiment station, there are 1.18 technical and 0.67 clerical persons. There are 0.62 and 0.34 of these persons for each home economics scientist. In quality comparisons with other research areas in food and agriculture, home economics research was described by administrators as about average.

Important attributes of research requiring improvement in home economics include productivity, generation of ideas, follow through, problem identification, and research methodology. Improvements in productivity could be anticipated with additional support, since inadequate clerical and technical support limit the productivity of any scientist. However, other difficulties are not related to funding. Many of these are problems related to the development of research personnel in home economics. Both the home economics administrator of research and graduate programs and the experiment station director have responsibilities for the development of outstanding researchers and research programs in home economics.

According to experiment station and 1890 research directors, the major factor influencing research priorities is availability of funds. Inconsistencies are obvious in directors' responses regarding factors used in setting priorities and in the allocation of funds. For example, responses suggest that perceived societal problems and needs of rural families are equivalently important to known needs of producers and processors. But the current allocation of resources indicates clearly that this is not the case now nor has it been the case historically. Conclusions from these data reflect the premise that agricultural research has a primary mission: the production of food and fiber for the American population. Unfortunately, social problems of the American population, even the rural population, have been almost forgotten or ignored in the research program of many land-grant institutions.

HIGHER EDUCATION

Training of staff for home economics research and Extension is provided primarily through colleges and departments of home economics. Home economics as a course of study is offered currently in over 300 institutions. In 1978, institutions granted over 14,000 Bachelor's degrees, over 2,000 Master's degrees, and 200 Ph.D's. Enrollments increased somewhat during the seventies, especially in graduate programs. While a few graduate students major in general home economics, the majority of degrees (master's and doctoral) are taken in specialized areas within the field (13). The shortage of home economists with advanced degrees, especially at the doctoral level, has been a limiting factor for several decades. This shortage currently strains capacity to meet demands for home economics research, service, and educational programs. The establishment of several new, high-quality doctoral programs within the past few years provides a capability for training additional

scientists and educators. Major new support will be required to produce the number of researchers with graduate degrees who are needed for programs in home economics.

CURRENT RESEARCH AND PROGRAMS THAT RELATE TO THE NEW INITIATIVES

INTRODUCTION

This section of the report describes current activity in research, Extension, and higher education directed toward the needs expressed in the New Initiatives and contributing to a national research effort. Since the ultimate purpose of the New Initiatives is development of proposals and recommendations to be used in the budget process, it is important to know the adequacy of programs and research in these areas at the present time in terms of funding levels, scope, and magnitude.

Part I of this section contains a review of total home economics research effort[2/], identifying sources and levels of funding in both the private and public sectors. Total home economics research is then broken into the research problem areas that pertain to the four New Initiatives thrusts: (1) family economic stability and security, (2) energy and environment, (3) food, nutrition, and health and (4) family strengths and social environment. Funding support and scientist years in each of these thrust areas are presented for fiscal year 1976, the most recent year for which data on non-Federal support are available (7).

Part II contains data on USDA-supported research related to New Initiatives by thrust area and initiatives. Information is given on funding levels, funding sources, and scientist years for research relating to each New Initiative in fiscal year 1978.

Part III describes nonformal education programs in USDA--those that are part of the Cooperative Extension system and others--and summarizes available data on the level of Extension program activity relating to the New Initiatives thrusts.

Non-USDA, nonformal education programs related to the New Initiatives are covered in part IV. One set of tables describes funding authority, content, scope, and magnitude of Federal programs. Another set of tables categorizes these programs in terms of primary function. Many programs related to the New Initiatives are limited in function and scope; few address the needs defined by the New Initiatives in a comprehensive, large-scale manner. Programs in the private sector were not surveyed.

PART I: TOTAL RESEARCH RELATED TO THRUSTS

Sources of Information

Two recent reports have provided the data for an overview of home economics-related research: HERAPP: Home Economics Research, Assessment, Planning and Projections (7) and Home Economics Research Project Inventory (HERPI) (6).

Research in both the HERAPP and HERPI reports is grouped according to the five mission-oriented goals set forth in National Goals and Guidelines for Research in Home Economics, quoted below (8):

> Goal 1. Improve the conditions contributing to man's

2/ The term "home economics research" is used here to denote a classification by content, not performer. Research conducted in colleges, departments, or schools of home economics is so designated.

psychological and social development.

Goal II. Improve the conditions contributing to man's physiological health and development.

Goal III. Improve the physical components of man's near environment.

Goal IV. Improve consumer competence and family resource use.

Goal V. Improve the quality and availability of community services which enrich family life.

The HERAPP report reviewed home economics research for fiscal year 1976, assessed the magnitude of research activity at that time, and recommended research priorities and directions for the future. Data for the HERAPP report were obtained from USDA's Current Research Information System (CRIS) and the Smithsonian Science Information Exchange System (SIES). The HERAPP inventory included all reported research classifiable under the goals and was not limited to research conducted by home economics colleges, departments, and schools.

The HERPI report, a more recent document, described home economics research in institutions of higher education for the fiscal year October 1, 1976 through September 30, 1977. Data for HERPI were obtained from a survey of 373 home economics administrators. Since other administrators were not queried, it is unlikely that all home economics-related research was reported, as it was in the HERAPP report. However, projects related to all subject areas within the home economics field, irrespective of funding or administering unit at an institution, were to be reported. The HERPI report did not include in-house research in USDA.

Methodology

Information in appendix table 1 was obtained directly from HERPI and includes all research reported by units of home economics outside the Federal Government that was in progress in 1978. Funding for research related to New Initiatives would be some portion of these totals.

Data in the HERAPP report are reported in sufficient detail to permit computation of approximate funding levels and scientist years for work related to the New Initiatives. This was accomplished by determining which "researchable problems" in the HERAPP report were related to the four New Initiatives thrusts in the same way that they were originally categorized by home economics goals. The data on funding, scientist years, and number of projects were aggregated by thrusts (appendix table 2).

Discussion of Data

Data on total home economics research from HERPI show that the largest percentage of funding support--41 percent--came from the Federal Government. State and university sources provided 38 percent; private sources, 16 percent; and miscellaneous sources, 5 percent. Appendix table 1 shows the distribution of funds within each of these categories.

Among the Federal funding sources, USDA provided nearly half (48 percent), while Department of Health, Education, and Welfare contributed another 40 percent. No research funds were reported from the

Appendix table 1.--Funds for research conducted in home economics units (other than Federal agencies) by source (FY 1977)

Source	Funds		Percentage of total funds
Federal	Pct.	1,000 dollars	
USDA:			
SEA-CR	41		17
Other agencies	7		3
Subtotal	48	4,376	20
DHEW:[a/]			
NIH	6		2
NIMH	1		1
NIE	--[b/]		--
Public Health Service	3		1
Office of Education	7		3
FYCD	8		4
Other	14		6
Subtotal	40	3,646	16
Miscellaneous	12	1,094	5
Total Federal	100	9,116	41
State and university			
SAES	33	2,809	13
University budget	42	3,575	16
State Dept. Education	16	1,362	6
Miscellaneous	9	766	3
Total, State and University	100	8,513	38
Private			
Foundations:			
Corporate and family	12		2
University and alumni	18		3
Subtotal	30	1,053	5
Professional organizations	1	35	--
Manufacturers	1	35	--
Personal:			
Students	34		5
Faculty and administrators	11		2
Volunteers	3		1
Subtotal	48	1,687	8
Miscellaneous	20	702	3
Total, private	100	3,514	16
Total		22,175	100

[a/] See appendix F for abbreviations.

[b/] Less than 1.

SOURCE: Keiser, Marjorie B. and Patricia A. Tripple. Home Economics Research Project Inventory. Washington, D.C.: American Home Economics Association, 1980.

Appendix table 2.--Total research on New Initiatives thrusts and research conducted in home economics units, by projects, scientist years, and funds (FY 1976)

Thrust	Projects		Scientist years		Funds	
	Total	Home Economics Units	Total	Home Economics Units	Total	Home Economics Units
	Number				Dollars	
Family Economic Stability and Security	73	29	35.7	16.7	1,704,731	752,830
Energy and Environment	9	1	0	0	14,878	14,878
Food, Nutrition, and Health	194	88	107.3	42.3	6,423,485	2,186,806
Family Strengths and Social Environment	32	10	10.4	2.2	601,122	210,811
Total	308	128	153.4	61.2	8,744,216	3,165,325

SOURCE: Based on Ritchey, S. J. HERAPP: Home Economics Research, Assessment, Planning and Projections. Blacksburg, VA: Virginia Polytechnic Institute and State University, Apr. 1978.

U.S. Department of Housing and Urban Development or the U.S. Department of Energy, although some home economics problem areas were within the research interests of these two Departments. USDA contributed 20 percent of the funds available for home economics research--the highest proportion of all the agencies and organizations listed. University budgets and DHEW provided the next largest proportion--16 percent each--while State agricultural experiment stations provided 13 percent. State departments of education, foundations, and other sources were minor sources of funding support.

The HERPI data, as appendix table 1 shows, report on funding for research conducted in home economics organizational units outside the Federal Government. As such, they do not report on funds expended for home economics-related research by the USDA's former Agricultural Research Service (now SEA-AR). In FY 1977, the latter funding amounted to nearly $14 million, and included work under four national research programs: Family Use of Resources, Food Composition and Improvement, Human Requirements for Nutrients, and Food Consumption and Use.

Data in appendix table 1 provide information on the distribution of approximately $22 million in home economics research funds during FY 1977. These data fail, however, to indicate funding levels for research that relates specifically to the New Initiatives, because the categories used are too broad. The HERAPP report, however, does break research into problem areas that can be related to the four New Initiatives thrusts. By taking data from the problem areas and aggregating into thrusts, it is possible to get some indication of funding levels for research related to the New Initiatives in 1976. Based on this aggregation, we see that, in FY 1976, research related to the New Initiatives thrusts included 308 projects receiving $8,744,216 in funding (HERAPP). Of these, 128 projects (42 percent), receiving $3,165,325 in funding, were conducted by home economics organizational units. The largest number of home economics research projects in FY 1976 were in food, nutrition, and health (88, or 69 percent), followed by family economic stability and security (29, or 23 percent), family strengths and social environment (10, or 8 percent), and energy and environment (1, or 0.8 percent).

Although research projects conducted in home economics units accounted for 42 percent of all research classified as home economics-related projects, they accounted for only 40 percent of the total number of scientist years and 36 percent of the funding (appendix table 2). Significantly fewer resources were expended in 1976 on research conducted in home economics organizational units than total funds expended for research relating to home economics subject-matter areas. The average number of scientist-years per project was the same for both home economics-conducted projects and total projects--0.5. Total project funding was at a rate of $57,003 per scientist year while project funding in home economics organizational units alone received only $24,729 per scientist year.

PART II. USDA-SUPPORTED RESEARCH RELATED TO NEW INITIATIVES

Since the ultimate purpose of this report is to develop proposals and recommendations to be used in the USDA/SEA budget process, the SEA decision-unit structure was considered to the extent possible. A decision unit is that entity in the program structure of the agency, for which budgets are prepared and for which

a manager makes significant decisions on the amount of spending and the scope, direction, or quality of work to be performed. It acts, not as a limiting factor, but as a focal point for relevant research projects. Data on research effort are obtained from CRIS. This system includes information on research in progress conducted or supported by the U.S. Department of Agriculture and State agricultural experiment stations, and certain other projects conducted by cooperators.

Data Sources for Thrusts 1, 2, and 4

The pool of research projects for these thrusts was selected by accessing from the CRIS system all reported research with some proportion of the project in Decision Unit 10: "Family and Consumer Resources." This resulted in a much larger pool of research studies than would be accessed for budget purposes. For budget preparation, only projects with primary emphasis on Decision Unit-10 would be included. Decision Unit 10 was defined by the following codes (10):

1. If Commodity is 4300 through 4800 inclusive, and the RPA is 705, 707, 801, 802, 805, or 806.

2. If Commodity is 4000 or 4100, and the RPA is 803, 804, or 907.

3. If Activity is 6400 and the Commodity is not 600, 3600, or 3900.

The total pool for Thrusts 1, 2, and 4 was made up of about 750 research projects. These projects were examined individually, and a determination was made as to whether the project should be included in the inventory, and, if so, to which initiative it should be allocated. This allocation was checked by an independent review. Only projects that appeared, based on objectives and approach, to be more than 50 percent related to the initiative, were selected. Selection on the basis of New Initiatives identified 184 projects (appendix table 3).

Data Sources for Thrust 3

Research inventory data reported in the 1980 Joint Council on Food and Agricultural Sciences report, Research, Extension and Higher Education in Human Nutrition (5), were used as the primary data source for Thrust 3. However, that report did not include research in the areas of food preparation and food safety, which are part of the initiatives under Thrust 3. These research reports were obtained by accessing the following CRIS categories:

RPA (Research Problem Area) 704: Home and Commercial Food Service

Activity 5800: Identification, Measurement, and Maintenance of Quality.

Activity 5900: Improving Economic and Physical Efficiency in Marketing.

Activity 6300: Nutritional Values, Consumption Patterns, and Eating Quality of Foods.

Thirty-six research projects were allocated to New Initiatives by the same procedure that was described previously.

Discussion of Data

Appendix tables 4, 5, and 6 contain quantitative data on funding and scientist years that were obtained by summing the data for all the research projects in each initiative category for thrusts 1, 2, 3, and 4 as identified in appendix table 3.

Appendix table 3.--Research projects related to New Initiatives by thrust and initiative

Thrust	Initiative	Projects
Family Economic Stability and Security		
	A	7
	B	19
	C	29
	D	5
Subtotal		60
Energy and Environment		
	A	13
	B	6
	C	7
	D	4
	E	4
	F	1
	G	0
	H	0
Subtotal		35
Food, Nutrition, and Health		
	A	11
	B	11
	C	7
	D	6
	E	1
	F	0
	G	0
Subtotal		36
Family Strengths and Social Environment		
	A	12
	B	7
	C	19
	D	15
Subtotal		53
Total		184

SOURCE: U.S. Department of Agriculture. Current Research Information System. Manual of Classification of Agricultural and Forestry Research, Jan. 1978.

Research related to the New Initiatives receiving USDA support in FY 1978 totaled $6,541,381, including 87.6 scientist years (appendix table 4). Total funds expended on Family Economic Stability and Security and Family Strengths and Social Environment were about the same--slightly more than $2 million each-- while Food, Nutrition, and Health received $1.4 million. Energy and Environment was funded at the lowest level--less than $1 million.

Funding per scientist year amounted to $66,274 for Family Economic Stability and Security; $106,407 for Energy and Environment; $87,180 for Food, Nutrition, and Health; and $67,361 for Family Strengths and Social Environment. Average funding per scientist year was $74,673. Home economics research in FY 1976 that was detailed in the HERAPP received a mean of $51,540 per scientist year. However, the report used a figure of $100,000 per scientist year as a basis for projecting future funding needs.

SEA in-house and SEA-supported research related to the New Initiatives received $2.3 million in FY 1978, and $480,000 from other Federal sources for a total of $2.8 million (appendix table 5). Most of the SEA funding--$1.3 million--came from Cooperative Research Hatch funds. Other funds came from the Human Nutrition Center (HNC), Agricultural Research (AR), 1890 funds, and Title V Rural Development funds. None of these research projects reported funds from non-Federal sources.

Of the total number of scientist years for New Initiatives, 70.3 (80 percent) were provided by State agricultural experiment stations (SAES) and other cooperating institutions (appendix table 6). This is true because projects receiving Hatch or 1890 funds are staffed by State, not Federal, personnel. Scientist years funded by USDA made up the remaining 20 percent of the total, and included people from Agricultural Research, Human Nutrition Center, and other USDA units.

The largest number of scientist years appeared in the Family Strengths and Social Environment thrust (31.1), all of which were provided by SAES or other cooperators, and the Family Economic Stability and Security thrust (31.2); Food, Nutrition, and Health came next with 16.3 scientist years, and Energy and Environment was lowest with 9.0 scientist years.

The thrusts, Family Economic Stability and Security and Family Strengths and Social Environment, received the most support in funding levels and scientist years. Food, Nutrition, and Health (as it relates to the New Initiatives) received somewhat less support, and Energy and Environment received the least. In terms of funding per scientist year, however, Energy and Environment received the highest level of support, with Family Economic Stability and Security and Family Strengths and Social Environment at the lowest level--far less than the funding per scientist year recommended in the HERAPP report.

Appendix table 4.--Scientist years and funds expended for research receiving USDA support in FY 1978 by thrust and initiative

Thrust and initiative	Scientist years	Funds			
		USDA	Other Federal	Non-Federal	Total
	Number	Dollars			
Family Economic Stability and Security:					
Initiative A	2.2	85,203	25,431	94,236	204,870
Initiative B	8.7	227,128	7,211	215,479	449,818
Initiative C	19.4	681,570	200,226	437,347	1,319,143
Initiative D	.9	20,215	317	73,381	93,913
Subtotal	31.2	1,014,116	233,185	820,443	2,067,744
Energy and Environment:					
Initiative A	2.2	81,653	220,438	103,252	405,343
Initiative B	2.1	16,364	0	143,957	160,321
Initiative C	3.1	62,138	24,800	158,861	245,799
Initiative D	.3	8,879	0	28,576	37,455
Initiative E	1.3	96,193	0	9,946	106,139
Initiative F	0	0	2,609	0	2,609
Subtotal	9.0	265,227	247,847	444,592	957,666
Food, Nutrition, and Health:					
Initiative A	4.3	330,376	0	83,635	414,011
Initiative B	1.7	80,400	0	56,273	136,673
Initiative C	8.1	338,810	348,508	14,422	701,740
Initiative D	2.0	68,634	0	88,290	156,924
Initiative E	.2	0	5,519	6,164	11,683
Subtotal	16.3	818,220	354,027	248,784	1,421,031

Appendix table 4.--Scientist years and funds expended for research receiving USDA support in FY 1978 by thrust and initiative--Continued

Thrust and initiative	Scientist years	Funds			
		USDA	Other Federal	Non-Federal	Total
	Number	Dollars			
Family Strengths and Social Environment:					
Initiative A	11.0	147,670	19,143	146,887	313,700
Initiative B	3.0	57,772	49,232	153,440	260,444
Initiative C	8.8	198,014	149,770	535,035	882,819
Initiative D	8.3	289,577	62,411	285,989	637,977
Subtotal	31.1	693,033	280,556	1,121,351	2,094,940
Total	87.6	2,790,596	1,115,615	2,635,170	6,541,381

Appendix table 5.--Expenditures for research in FY 1978 by thrust and initiative

Thrust and initiative	Agricultural Research 1/	Human Nutrition 1/	Hatch 2/	1890 2/	Other SEA 3/	Total SEA	Other Federal	Non-Federal	Total
	Dollars								
Family Economic Stability and Security:									
Initiative A	0	0	50,470	34,733	0	85,203	0	0	85,203
Initiative B	0	0	136,924	90,204	0	227,128	0	0	227,128
Initiative C	0	0	189,336	23,063	5,071	217,470	0	0	217,470
Initiative D	0	0	20,215	0	0	20,215	0	0	20,215
Subtotal	0	0	396,945	148,000	5,071	550,016	0	0	550,016
Energy and Environment:									
Initiative A	59,817	0	21,836	0	0	81,653	170,938	0	252,591
Initiative B	0	0	16,364	0	0	16,364	0	0	16,364
Initiative C	0	0	62,138	0	0	62,138	0	0	62,138
Initiative D	0	0	8,879	0	0	8,879	0	0	8,879
Initiative E	0	0	8,524	69,869	0	78,393	0	0	78,393
Initiative F	0	0	0	0	0	0	2,609	0	2,609
Subtotal	59,817	0	117,741	69,869	0	247,427	173,547	0	420,974
Food, Nutrition, and Health:									
Initiative A	0	288,599	39,009	2,768	0	330,376	0	0	330,376
Initiative B	0	0	62,432	12,796	5,172	80,400	0	0	80,400
Initiative C	0	322,551	16,259	0	0	338,810	307,993	0	646,803
Initiative D	0	0	68,634	0	0	68,634	0	0	68,634
Subtotal	0	611,150	186,334	15,564	5,172	818,220	307,993	0	1,126,213

Appendix table 5.--Expenditures for research in FY 1978 by thrust and initiative--Continued

Thrust and initiative	Agricultural Research[1/]	Human Nutrition[1/]	Hatch[2/]	1890[2/]	Other SEA[3/]	Total SEA	Other Federal	Non-Federal	Total
	Dollars								
Family Strengths and Social Environment:									
Initiative A	0	0	145,670	2,000	0	147,670	0	0	147,670
Initiative B	0	0	27,604	30,168	0	57,772	0	0	57,772
Initiative C	0	0	138,561	59,453	0	198,014	0	0	198,014
Initiative D	0	0	255,352	0	34,225	289,577	0	0	289,577
Subtotal	0	0	567,187	91,621	34,225	693,033	0	0	693,033
Total	59,817	611,150	1,268,207	325,054	44,468	2,308,696	481,540		2,790,236

1/Components of Science and Education Administration (SEA).
2/Funds administered by SEA
3/Title V Rural Development Funds.

Appendix table 6 --Scientist years for SEA-supported research in FY 1978 by thrust, initiative, and agency

Thrust and initiative	Agricultural Research 1/	Human Nutrition 1/	Other USDA	Total USDA	Cooperating Institutions 2/	Total
	---------- Number ----------					
Family Economic Stability and Security:						
Initiative A	0	0	0	0	2.2	2.2
Initiative B	0	0	0	0	8.7	8.7
Initiative C	0	0	8.0	8.0	11.4	19.4
Initiative D	0	0	0	0	.9	.9
Subtotal	0	0	8.0	8.0	23.2	31.2
Energy and Environment:						
Initiative A	.8	0	0	.8	1.4	2.2
Initiative B	0	0	0	0	2.1	2.1
Initiative C	0	0	0	0	3.1	3.1
Initiative D	0	0	0	0	.3	.3
Initiative E	0	0	.2	.2	1.1	1.3
Initiative F	0	0	0	0	0	0
Subtotal	.8	0	.2	1.0	8.0	9.0

1/ Components of Science and Education Administration.

2/ State Agricultural Experiment Stations and other institutions.

Appendix table 6 --Scientist years for SEA-supported research in FY 1978 by thrust, initiative, and agency--Continued

Thrust and initiative	Agricultural Research 1/	Human Nutrition 1/	Other USDA	Total USDA	Cooperating Institutions 2/	Total
	----------Number----------					
Food, Nutrition, and Health:						
Initiative A	0	2.1	0	2.1	2.2	4.3
Initiative B	0	0	0	0	1.7	1.7
Initiative C	0	6.2	0	6.2	1.9	8.1
Initiative D	0	0	0	0	2.0	2.0
Initiative E	0	0	0	0	.2	.2
Subtotal	0	8.3	0	8.3	8.0	16.3
Family Strengths and Social Environment:						
Initiative A	0	0	0	0	11.0	11.0
Initiative B	0	0	0	0	3.0	3.0
Initiative C	0	0	0	0	8.8	8.8
Initiative D	0	0	0	0	8.3	8.3
Subtotal	0	0	0	0	31.1	31.1
Total	.8	8.3	8.2	17.3	70.3	87.6

1/ Components of Science and Education Administration.

2/ State Agricultural Experiment Stations and other institutions.

PART III. USDA ACTIVITIES RELATED TO THE NEW INITIATIVES

COOPERATIVE EXTENSION ACTIVITIES[3/]

This inventory covers four aspects of Extension especially relevant to the New Initiatives: programs, staff and funding levels, proifessional preparation of staff, and client participation.

Programs

Extension home economics programs are directed to families and individuals to enhance their social and economic well-being through six program objectives:

(1) To improve food and nutrition knowledge and practices related to:

- --physical and mental health
- --planning, selecting, purchasing, preparing, safe handling, storage, and home preservation of food

(2) To improve consumer competence and behavior concerning:

- --family financial management and security (decisions to buy, invest, save, and extend the usefulness of material and human resources)
- --interpretation and evaluation of the marketing system, regulations and legislation affecting goods and services, and consumer rights and responsibilities

(3) To improve acquisition and maintenance of safe, satisfying, and affordable housing, furnishings, and equipment, including:

- --analysis of housing fit for intended use
- --efficient management of space, facilities, and scarce resources (for example, energy and water) within the environment in and around the home

(4) To create and guide effective human development through:

- --family relationships and child rearing practices
- --changing roles of family members and lifestyle adjustments

(5) To improve selection, use, construction, renovation, and care of textiles, including:

- --clothing for personal use
- --household softwares--linens, carpets, draperies, upholstery

(6) To improve family health and safety practices by:

- --preventing illness and accident

3/Sources of data used in this Extension Inventory came from EMIS: Extension Management Information System (11), which includes both statistical and annual narrative report summaries; National Extension Homemaker Council Survey, 1979-80 (12); and reports of the ECOP Subcommittee on Home Economics (2,3,4).

--creating a better understanding of environment, nutriton, and physical, mental, and social factors, and needed action.

Prior to the national workshop for State Leaders of Home Economics held in November 1978, an informal survey was made to identify current characteristics of State programs. Responses should not be seen as exhaustive. They indicate program focus and direction as perceived by leaders who direct and manage programs at the State level. Current effort (1978), priorities for FY 1979, and projected future program direction are summarized in appendix table 7. The data reveal some programs relating to New Initiatives that might be expanded or redirected. In other categories related to New Initiatives, little or no effort appears.

Annual narrative reports of accomplishment from four States, one per region, have been summarized to display current (1979) status of programs related to New Initiatives (exhibits 27-30). The activities do not reflect the total extent of program efforts, but those activities selected for closest fit to thrust areas. In these exhibits are reflected specific delivery modes and processes for Montana, Massachusetts, Iowa, and Arkansas.

Staff and Funding Levels

The EMIS Annual Report Summary provides data on home economics programs by major components, but not in sufficient detail to categorize by the proposed New Initiatives. In 1979, 3,977 staff years were expended by professionals in home economics (appendix table 8). The SEA portion of the Smith-Lever formula funding amounted to $59,375 million. Based on a 40/60 ratio of Federal/State funding, approximately $37,324 were expended per staff year for professional home economists.

Eighty percent of all paraprofessional staff years were expended in Expanded Food and Nutrition Programs (EFNEP) and were federally funded. Twenty percent of the 4,048 paraprofessional staff years were supported from non-Federal funds. Funding per paraprofessional staff year is estimated to be $9,000.

Professional Preparation of Extension Personnel

The broad range of home economics subject matter influences the professional preparation of staff, especially at the county level. Most county Extension Home Economists (EHEs) (87 percent) have a degree in general home economics. The preference for EHEs with majors in general home economics rather than specialized areas within home economics reflects the need for staff who can handle multiple problems of interrelated subject matter. Problems of families are seldom limited but contain overlapping areas which must be recognized and resolved. Dealing with multiple facets of family problems is a feature unique to Extension home economics education. State specialists, who generally have graduate training in home economics or related area, provide in-service training, educational materials, and other kinds of expert support to county personnel.

Educational preparation of professional Extension staff in October 1978 is summarized in appendix table 9. There has been little change in recent years in the 2:1 ratio of undergraduate to advanced degrees. The concentrations of graduate study in general degrees at the Master's level probably reflect lack of accessible institutions offering specialized programs and lack of support available for students pursuing advanced degrees. In addition, policies on leave

Appendix table 7 -- Number of Cooperative Extension State leaders reporting current and future programs corresponding to New Initiatives

New initiative by thrust	Current effort (FY 1978)	Planned priority program (FY 1979)	Perceived need, future FY's
	---------- Number----------		
Family Economic Stability and Security:			
A. Resource Decisions	8	18	5
B. Optimizing Income	8	10	3
C. Policy Assessment	9	14	11
D. Property Management	0	5	1
Energy and Environment:			
A. Conservation Practices	21	7	10
B. Consumption Patterns	6	15	10
E. Energy Expenses	2	8	0
F. Emergencies	1	1	0
Food, Nutrition, and Health:			
B. Nutrition Education	25	35	18
C. Home Food Preparation	5	4	0
D. Food Safety	1	2	3
E. Information Services	0	0	1
Family Strengths and Social Environment:			
A. Parenting Skills	8	11	9
B. Stress Management	5	4	3
C. Support Systems	15	11	7

Note: Informal survey of State leaders, 1978.

Appendix table 8 -- Time and budget for Extension home economics programs (FY 1979)

Item	Time expended	Percentage of staff years	Federal budget
	Staff years	Percent	Million dollars
State Extension professional staff:			
Food and Nutrition (nonadult)	859.0	21.7	12,825
Food and Nutrition (adult)	775.7	19.5	11,578
Family Resource Management	600.5	15.1	8,966
Family Life/Child Development	536.9	13.5	8,016
Housing and Home Environment	636.3	16.0	9,500
Farm Health and Safety	182.9	4.6	2,731
Textiles and Clothing	385.8	9.7	5,759
Total	3,976.9	100.0	59,375
Paraprofessional staff:			
EFNEP, Federally Funded	3,365.7		35,648
EFNEP, Non-federally funded	89.3		
Other	592.9		3,425
Total	4,047.9		39,073

Source: U.S. Department of Agriculture, Technical Information System, Management Information System. 1979 Annual Report, Feb. 1980.

Appendix table 9 -- Degrees held, by subject matter category, Extension home economics staff, FY 1978

Category	Bachelor's	Master's	Doctoral
		Number	
Family Life/Child Development	73	30	6
Clothing and Textiles	125	73	8
Family Economics	51	21	3
Food and Nutrition	113	108	22
Home Economics (Education)	1,381	770	53
Home Economics (General)	1,560	743	54
Housing and Equipment	12	18	0
Fine Arts/Textile Design	2	0	0
Health Education	0	1	0
Extension Education	0	1	0
Total	3,296	1,771	153
Percentage	63	34	3

Source: U.S. Department of Agriculture, Management Information System, Technical Information System. 1979 Annual Report, Feb. 1980.

for professional study vary from lenient to restricted.

Scope of Client Participation

Client participation begins with program planning in a process designed to define programs that are responsive to local, State, and national socioeconomic needs, problems, and wants. Extension home economics and nutrition program development processes provide clients a voice in decisions on programs offered to them. Programs are planned with professional assistance from county, State, and Federal subject matter specialists and administrators. The planning process is continuous. Resulting county program plans are formalized and submitted for review, approval, summarization, and aggregation into a State plan of work. State plans are submitted for review and approval at the Federal level.

Almost every county has one or more councils or program development boards. There were 5,376 county councils reported for FY 1978, with 76,047 active participants, mostly clients. Slightly more than 10 percent were members of minority groups. In addition, minority ad hoc committees frequently help to represent and identify target clientele and problems. Community perspective is provided by other agency staff who provide services or resources to families, by elected county leaders and officials, and by other professionals.

Information and trend data on State and national issues, directions, and situations are provided by State staff who, through county Extension home economists, advisory councils, and boards, assess local needs and establish program priorities. A national summary of active citizen councils, boards, and committees in home economics and nutrition program development processes grouped by race indicates the grassroots orientation of Extension programming (appendix table 10).

Further information about characteristics of planning group members appears in the National Extension Homemaker Council Survey, 1979-80 which has demographic data gathered through a random sampling of counties in affiliated States (appendix table 11). This information helps in understanding the present and future role of voluntary leadership in Extension programming and information dissemination.

In 1979, 487,488 club members were affiliated with the National Extension Homemakers Council (NEHC). In addition, an estimated 200,000 members are active in States not affiliated with NEHC. These data were summarized from a random sample survey completed in the spring of 1980 (12).

Homemaker Club members are (and have been) a major source of volunteer leadership for Extension programs and users of educational programs. A profile of membership suggests direction and redirection possible for this user/leader audience:

- Forty-seven percent lived in towns and cities over 50,000, and 15 percent lived in towns under 50,000.
- Three of every four homemakers were employed either full- (40 percent) or part-time (36 percent).
- Twenty percent of the membership had an annual income of under $5,000; another 20 percent, over $25,000.

Appendix table 10 -- Selected characteristics of councils, boards, or committees assisting with organization, planning, conduct, and evaluation of home economics Extension programs, FY 1978 [1/]

Item	State	Area	County	Total
Councils and boards	127	253	5,376	
Composition [2/]				
White	1,900	2,519	67,155	71,574
Black	166	184	6,376	6,726
Spanish Surname	35	24	1,082	1,141
American Indian	4	11	675	690
Oriental	1	1	625	627
Other	3	0	134	137
Total	2,109	2,739	76,047	80,895
Meetings held	211	604	18,229	19,044

[1/] 45 States reported active councils, boards, or committees.

[2/] Active members -- members who carry out their responsibilities, including attendance at half or more of the meetings.

Source: U.S. Department of Agriculture, Technical Information System, Management Information System. 1978 Annual Report, May 1979.

Appendix table 11 -- Characteristics of National Extension Homemakers Council members, 1979-80

Characteristic	Membership
Residence:	Percent
Rural, nonfarm	27
Rural, farm	26
Towns (2,500-9,999)	17
Cities (10,000-49,999)	15
Cities (50,000 and over)	15
Employment:	
Full-time	40
Part-time	36
At home	24
Family income:	
Less than $5,000	20
$5,000-$14,999	34
$15,000-$24,999	25
$25,000 and above	21
Membership tenure:	
Less than 1 year	10
1-9 years	47
10-19 years	19
20-49 years	22
50 and over	2
Age:	
Under 20	.3
20-29	8.2
30-39	17.3
40-54	25.6
55-69	30.9
70 and over	17.7
Education:	
Some high school	25
4 years of high school	38
Beyond high school	37

Source: (12).

- Most members (57 percent) had been members less than 10 years; almost one-fourth had belonged over 20 years.

- Slightly more than half the membership was under 55 years of age; 17 percent was over 70.

- Members were well educated, with 65 percent having completed high school; half had additional training.

- Members shared information with persons under 35 years of age (41 percent), but were more apt to share it with those over 35, with an outreach of about 30 per member.

- Programs on health and aging were the community services which members most frequently talked about with others.

Client participation as recipients of information or education was measured by the number of contacts (letters or telephone calls, attendance at meetings, and so on) between Extension personnel and the clients. This is not the same as number of clients who participated, as a single client may have made several contacts.

Appendix table 12 compares client contact by racial/ethnic group for FY 1975 and 1979. Gains in minority participation exceeded the overall increase in participation; Hispanic participation almost doubled, and Black participation increased 2.5 percent.

Appendix table 13 contains data on estimated expenditure of time and number of racial/ethnic contacts in Extension home economics by New Initiatives thrusts and individual initiatives, categorized from EMIS data. About one-third of all effort reported in FY 1976 is allocated to areas not reported in this table. The data indicate areas where a strong program base exists both in content and outreach to clientele. In others, for example, energy and environment, areas for expansion are readily visible. More resources have probably been redirected to certain initiatives.

OTHER USDA NONFORMAL EDUCATION PROGRAMS

Several units in USDA, such as the Forest Service and the Economics and Statistics Service, produce publications; however, the food, nutrition, and health thrust appears to be the only one in which there are large-scale, informal education programs within USDA outside the Cooperative Extension Service.4/ Food and nutrition programs were described in detail in recent reports (5,9,20).

The Nutrition Education and Training Program (NET), for example, was established in 1977 to teach good nutrition habits and fundamentals of nutrition to children, parents, educators, and food service personnel. USDA Food and Nutrition Service administers NET through grants to State educational agencies, and NET was funded at $26 million in FY 1979.

The laws authorizing USDA's Supplemental Food Program for Women, Infants, and Children (WIC) call for States to prepare annual nutrition education plans describing the manner in which they will provide nutrition education to the WIC target audience. The laws require that nutrition education expenditures equal at least one-sixth of the State agency's total administrative expenditures. In FY 1980, the WIC program included 79

4/ Based on data from Federal Food, Nutrition and Agriculture Programs (20).

Appendix table 12 -- Contacts of home economics Extension staff with clients, by racial/ethnic groups, FY 1975 and FY 1979

Racial/ethnic group	1975	1979
	Thousands	
White	23,403.8	22,273.3
Black	3,333.3	4,184.3
American Indian	234.9	265.9
Hispanic	575.1	1,144.8
Asian (other)	358.7	120.8
Total	27,906.7	27,898.1

Source: U.S. Department of Agriculture, Technical Information System, Management Information System. 1975 and 1979 Annual Reports.

Appendix table 13 -- Time and number of racial/ethnic contacts in Extension home economics in New Initiative thrusts and individual initiatives, FY 1976 1/

Thrusts and Initiative	Years	White	Black	American Indian	Hispanic	Asian and other	All
				Number			
Family Economic Stability and Security:							
Initiative A	216.19	2,318,215	141,597	12,576	33,321	12,504	
Initiative B	274.78	2,762,340	391,549	12,796	44,122	48,421	
Initiative C	159.65	1,505,160	144,958	17,321	31,163	26,829	
Initiative D	92.65	703,166	133,894	2,546	18,291	10,237	
Subtotal	743.27	7,288,881	811,998	45,239	126,897	97,991	8,371,006
Energy and Environment:							
Initiative A	159.01	934,463	152,289	6,339	13,137	40,682	
Initiative B	20.61	122,725	29,600	736	3,217	438	
Initiative D	205.86	1,447,550	184,526	18,530	36,258	71,160	
Initiative F	3.53	43,086	4,528	74	1,142	1,032	
Initiative G	27.09	323,611	10,799	1,361	5,421	2,465	
Subtotal	416.10	2,871,435	381,742	27,040	59,375	115,777	3,455,369
Food, Nutrition, and Health:							
Initiative B	489.08	2,575,172	676,641	30,304	223,855	113,090	
Initiative C	228.25	1,780,404	407,512	14,199	23,085	54,423	
Initiative D	174.24	1,488,543	235,425	6,216	23,483	26,579	
Subtotal	891.57	5,844,119	1,319,678	50,719	270,423	194,092	7,679,031
Family Strengths and Social Environment:							
Initiative A	112.19	651,640	68,488	9,100	16,670	5,491	
Initiative B	228.76	1,382,022	160,401	17,947	22,668	23,548	
Initiative C	8.89	62,973	5,708	260	1,193	748	
Subtotal	349.84	2,096,635	234,597	27,307	30,531	29,787	2,418,957
Total	2,400.78	18,101,070	2,748,015	150,305	487,226	437,647	21,924,363

Source: U.S. Department of Agriculture, Technical Information System, Management Information System, FY 1976 Annual Report.

1/Revision of Extension Management Information System after 1976 eliminated reporting detail on which this table is based.

State agencies, 1,500 local agencies, and 6,000 clinics, and served an estimated 1.85 million people.

USDA's Community Supplemental Food Program (CSFP) also includes the cost of nutrition education as a component of overall program administrative costs. This program consists of 11 State agencies and serves about 100,000 people.

Other activities in USDA provide for the dissemination of nutrition information. The Food and Nutrition Service has recently awarded a contract for the development of television messages and other mass media materials to encourage informed choices of snack food.

PART IV. RELATED INFORMAL EDUCATION PROGRAMS OTHER THAN USDA PROGRAMS

Methodology

The purpose here is to indicate the type of nonformal education currently underway relating to the New Initiatives, and the scope and magnitude of those education programs. Since it would be impossible to survey all activities nationwide in both the public and private sector, it was decided that nonformal education programs in major Federal agencies would be emphasized--especially ongoing programs, as opposed to pilot programs or those funded by short-term grants. The following selection criteria were used:

1. Programs relate either directly or indirectly to the New Initiatives.

2. Programs are directed primarily to an adult audience.

3. Programs' major focus is nonformal education of lay persons.

4. Programs are long-term or ongoing rather than demonstration or pilot projects.

Programs are categorized on the basis of the four New Initiatives thrusts: family economic stability and security; energy and environment; nutrition, food, and health; and family stabiity and social environment. In some cases the exhibits are divided into two categories: programs directly related to the New Initiatives and programs indirectly related to the New Initiatives.

Programs in Family Economic Stability and Security

There are few large-scale, nonformal education programs relating to the new initiatives for family economic stability and security in Federal agencies outside USDA. The most ambitious program is the Consumers' Education Program of the U.S. Department of Education, a combination of grants and contracts that received $3.601 million in FY 1979 (exhibit 31). Both the Consumer Education Resource Network (CERN) and Consumers' Education Radio public service announcements have resulted from the contract activities of the Consumers' Education Program. Many small projects, financed through grants, cover such topics as health services, financial management, consumer education for the elderly, and use of energy.

Although most of the activities of the Community Services Administration (CSA) cannot be interpreted as nonformal education programs, it should be recognized that nonformal education is one component of the agency's approach to the alleviation of poverty. Through its network of Community Action Agencies (CAAs), CSA provides the opportunity for low-income persons, local government representatives, and representatives of the private sector to work together in designing, operating, and evaluating programs to address the problems of poverty at the local level. Low-income participants develop advocacy skills so they can work on problems that affect them directly, and make best use of available resources. The Community Action Program reaches 86 percent of the poverty population and administers more than $3 billion in anti-poverty programs. What part of this effort is nonformal education cannot be determined, since the education function is integral and neither planned nor budgeted separately. Nationally, CSA promotes the pooling of Federal resources through interagency agreements for cooperative programs, some of which may also have an education component.

Considerable local activity is occurring in consumer education by nonprofit groups. The Joint Council on Economic Education, for example, is a nonprofit educational organization aimed at improving the level of economic decisionmaking through formal education and informal, community-oriented programs. The Joint Council works through 49 State-affiliated councils and 200 centers for economic education at colleges and universities. Although much of the Joint Council program is oriented toward formal education programs in schools and colleges, its affiliates have engaged in informal programs with such groups as the League of Women Voters, 4-H, and the Economic Education Foundation for Clergy.

Programs in Energy and Environment

Informal education programs related to energy and environment are found in several Government agencies (exhibit 32). Such programs also exist in Government corporations and private organizations. We made no attempt to develop a comprehensive list of nongovernment programs, but a few cases will illustrate the type of activity. The Center for Ecological Technology, a nonprofit, scientific and educational organization, addresses problems of energy conservation and alternative sources, self-sufficient food production, and nonpolluting waste disposal methods. Through workshops, a hot line, a library, and individual consultation, it provides technical assistance and information to residents of Pittsfield and Berkshire, Massachusetts.

The National Science Foundation, through its Science for Citizens programs, sponsors forums, conferences, and workshops that provide information to foster more informed community debate on policy issues involving science and technology. These programs are presented nationwide through local community nonprofit groups.

The U.S. Department of Energy (DOE) also provides funds to public interest, public service, and labor groups to carry out energy education. These grant-supported activities are conducted nationwide, but all segments focus on the local community. Delivery mechanisms include such organizations as the League of Women Voters, United Steelworkers of America, Alliance to Save Energy, National Council of Churches, National Urban League, and Rural America, Inc. This program has an estimated funding in FY 1980 of $700,000.

The Energy Division of the Office of Community Action, CSA, also works through local agencies to provide information on energy conservation, especially to low-income persons, including the elderly. Estimated FY 1980 funding is $500,000.

Finally, the Department of Energy has several funding categories that do not involve specific programs, but produce the materials necessary for the dissemination of energy information such as:

Program	Estimated funding (FY 1980)
	Dollars
Audiovisual branch	400,000
Exhibits branch	1,500,000
Press services program	160,000
Publications branch	289,000
Special programs	20,000

Much of the energy outreach function of DOE's Energy Extension Service is performed by the Cooperative Extension Service. The Cooperative Extension Services in 29 States are currently receiving DOE funding for energy outreach programs. In 17 of these States, more than one-half of the DOE funds allocated for that State go to the CES as the performing agents. In three of these States, the CES conducts the entire DOE-funded program.

As exhibit 32 suggests, many programs related to energy and environment have been developed since the Energy Extension Service Act was passed in 1977. However, most of the programs seem to be oriented toward educating the consumer in the areas of energy conservation and alternative energy sources. Few education programs seem to be dealing with the matter of tradeoffs in family nutrition and health, home safety and sanitation, family economic and social well-being, and other aspects of family functioning, or with the effects of energy conservation measures on quality of family life. A new housing counseling program in the Department of Housing and Urban Development and programs resulting from the Energy Extension Service/Cooperative Extension network are intended to include analysis of tradeoffs. It appears that many current energy

programs are dealing with the technology of energy, but are not educating consumers in energy conservation as addressed by the New Initiatives.

Programs in Food, Nutrition, and Health

The Department of Health and Human Services includes nutrition education in many programs, but because such education is part of other services, it is hard to measure the magnitude of the effort in nutrition education. Parts of the Public Health Service include nutrition education. Programs in the Bureau of Community Health Services and the Indian Health Service of the Health Services Administration; the National Heart, Lung and Blood Institute of the National Institutes of Health; the Center for Disease Control; and the Food and Drug Administration are examples. Nutrition education can be found in varying degrees in programs (congregate meals and Meals-on-Wheels) for the elderly sponsored by the Administration on Aging and in nutrition services for Head Start children, parents, and staff sponsored by the Administration for Children, Youth and Families. Nutrition education is also offered with dietetic services provided by the Veterans' Administration (VA), where the program includes nutrition education for patients, families, and care-givers, and in-service training for food service personnel in VA hospitals.

As short-term pilot or demonstration projects, nutrition education programs may lay the groundwork for a more comprehensive program in the future or provide information to be used by other agencies in other programs. CSA has two primary aims in the area of food and nutrition: to develop the advocacy capacity of the poor and to develop innovative techniques for delivering food and nutrition information to the poor. CSA supports demonstration projects such as one in Broward County, Florida, which has developed a computer system for analyzing local food prices to provide comparison shopping information to the poor. Typically, a project like this is developed and "spun off" to another agency, such as CES, for full implementation. CSA also allocates from $750,000 to $800,000 a year for Regional Community Food and Nutrition Technical Assistance Projects that organize conferences and training sessions to help low-income people develop advocacy skills.

At least three CSA programs have a nutrition education component, although a minor part of their total effort. One program is devoted exclusively to advocacy and innovation in regard to nutrition education. These CSA programs are as follows:

Organization	Funds obligated	Dollars for educational activity
	Dollars	Percent
Food Research and Action Committee	32,250	5
Children's Foundation	35,000	5
Community Nutrition Institute	37,500	15
Council on Children, Media, and Merchandising	49,887	100

Another example of a demonstration project is Foods for Health, a year-long pilot program of the National Heart, Lung and Blood Institute (NHLBI), which provided nutrition information in a grocery store setting. In this case, materials produced by the project are available for use and distribution by other agencies and organizations. The NHLBI has also engaged in some smaller pilot projects that provided an experimental setting for determining the effectiveness of nutrition education strategies. One such project--Food for Thought Game--involved a card game format to provide nutrition information to consumers in a cafeteria line. Another project supplied nutrition information on vending machines. As is being done in the Foods for Health experiment, these programs have been evaluated for their effectiveness in disseminating nutrition information. The card game has also been made available for public use.

Section 1405 of the National Agricultural Research, Extension, and Teaching Policy Act of 1977 designates USDA as the lead agency of the Federal Government for human nutrition research. It requires the Secretary of Agriculture to "establish jointly with the Secretary of the Department of Health, Education, and Welfare procedures for coordination with respect to nutrition research in areas of mutual interest." To date, coordination between the two Departments has resulted in numerous joint activities in the areas of policy and programs, but less activity in the area of nutrition education programs than in nutrition surveillance and food assistance programs. One step in this direction was the cooperative effort to produce the Dietary Guidelines for Americans, a publication that provides a basis for several New Initiatives (Thrust 3).

Thus, several agencies have nutrition education related to the New Initiatives in several programs. The total magnitude is impossible to document because of this integration, but some of this education is limited in funding and in scope, and reaches only a few of the eligible target groups. Other programs make such information available, but do not provide for interaction between educators and consumers or for consistent contact and followup over time. Therefore, the effects of the programs may be unknown as to size of audience and effectiveness of communication.

Programs in Family Strengths and Social Environment

The principal Federal Government agency besides USDA concerned with nonformal education programs in the family area is the Department of Health and Human Services (HHS). Many of these activities are coordinated by its Office for Families, set up to implement recommendations from the White House Conference on Families and provide a focal point in the development of Federal policies and programs affecting families. Some of these programs originate with HHS, some are produced in part or in whole for the agency by an outside contractor, and others are local projects that receive HHS funding through special grants (exhibit 33).

Parts of HHS offer publications made available through the agency or the U.S. Government Printing Office. Institutes of the Alcohol, Drug Abuse and Mental Health Administration, the Food and Drug Administration and the Children's Bureau, for example, all produce pamphlets designed to advise parents on various aspects of child-rearing. Publications such as the Mother-Child Home Program provide instructions to local groups on how to organize their

own program. Other informational programs in HHS involve the development of curricula and teaching aids (Parenting for Foster Parents) or involve training instructors for programs (Exploring Parenting).

Nonformal education locally takes place in the form of small grants projects that are funded through Federal agencies such as HHS and CSA. An example is a parenting program for foster parents developed by the Eastern Michigan Institute for the Study of Children and Families in Ypsilanti, Michigan. Another is an information center on parenting education located at Weber State College in Utah. These small grant projects are not included in exhibit 8 because they are local and short term, and therefore do not meet the criteria stated in the Methodology section.

Most of the national education programs pertain to parenting. No programs were found that deal with the development of community and multigenerational support networks or management of family stress, except in the area of child abuse.

An Overview of Nonformal Education Programs Related to the New Initiatives

Data in exhibits 30-32 give information on nonformal education programs, their scope and magnitude. A more concise classification of these programs appears in exhibit 34, where programs have been categorized based on primary functions into one or two of six groups:

1. Short-term demonstration. A program that is probably contracted to an outside organization, although it may have been done in-house. A program is considered a short-term demonstration project even if the materials developed by it are available, as the actual program would operate only a limited time.

2. Information dissemination. A program that acts as a means of disseminating information via publications, news media, radio, and television. The materials may be available on request from the agency, or they may be disseminated through other channels.

3. Program development. Programs that include information, curriculum materials, organizational instructions, and/or leadership training. They may be targeted to specific groups (such as Head Start) or may be available to interested parties as a program development package.

4. Interactive, limited scale. Programs that provide for interaction between a professional or a trained leader and the user or user group, but are available only to clients in certain designated locations, and probably involve fewer than one quarter of the potential audience.

5. Interactive, large scale. Programs that provide for interaction between professional or trained leaders and the user or user groups, and are widely available to a large number of clients.

6. Comprehensive, long term. Programs that are thoroughly integrated into the ongoing agency activities, are probably authorized by legislation, and are included regularly in the annual budget of the agency.

The primary audience for each program is also designated by placing the number code for type of audience next to the program classification as follows:

1. Professionals
2. Low-income families
3. Rural families
4. All families
5. Families with special problems or situations.

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EXHIBIT 26. COOPERATIVE EXTENSION SERVICE: 1979 ACTIVITIES RELATED TO THE NEW INITIATIVES IN SELECTED STATES

MONTANA

THRUST/ INITIATIVE	ACTIVITY	TARGET AUDIENCE	PERSONNEL	NUMBER REACHED	METHOD	MATERIALS USED	SPECIAL COMMENTS
THRUST 1							
A Resource Decisions	State planning and investment classes	Women		160 women for 3 sessions			
B Optimizing Income	Clothing construction	Adults	Extension agents and clothing specialists	770 adults were taught at public workshops	Workshops, in-service training for agents, news releases, radio programs, illustrated lecture, TV programs.	Teaching kits, suitcase lessons.	
	Food preparation	Extension clientele, Headstart Programs, food service personnel in hospitals, Vo-tech schools, Senior Citizen Meal Program.			Varied programs.		Resulted in dollar savings for Senior Citizen Meal Program--$1,972 saved. Also resulted in improved nutrition for many.
	Food preservation	Montana families	Extension personnel	825 families	Food preservation workshops, local paper		Families in food preservation work shops saved approximately $500 on yearly food bill.
D Property Management	Estate planning	Extension staff and Montana citizens		30 staff 500 families	Estate planning seminars (trusts, property and business ownership wills)		Training packet for agent use, transparency series, study at home series, and slide series were developed.

EXHIBIT 26. COOPERATIVE EXTENSION SERVICE: 1979 ACTIVITIES RELATED TO THE NEW INITIATIVES IN SELECTED STATES - MONTANA (Continued)

THRUST/ INITIATIVE	ACTIVITY	TARGET AUDIENCE	PERSONNEL	NUMBERS REACHED	METHOD	MATERIALS USED	SPECIAL COMMENTS
THRUST 2							
A Conservation Practices	Care and storage of household textiles	Adults	Extension agents and clothing specialists	50 adults received in-store update	In-store update newsletter	Visual and hand-out literature	
	Energy Conservation and weatherization	Adults and youth	Extension agents	Very large	Home energy audits, valid information for energy saving devices, seminars, workshops, exhibits at fairs, special interest programs, news releases, radio programs, and TV programs.	Kits and computer programs.	
	Houseware selection and user care	Adults	Extension agents and specialists	Very large	Workshops, Microwave schools	Appliance booklets	
	Housing selection and home maintenance	Homeowners	Extension agents	Very large	Workshops, media	Newspaper releases, radio tapes, newsletters, slide set.	
	Window treatments	Homeowner Youth energy camp	Extension agent and specialists		Presentations	Booklets, resource book of teaching aids and ideas, 3-D posters	Visuals and resources for this program have been constantly in use and have received many favorable comments. Careful study of window treatments results in considerable energy savings for homeowners.

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EXHIBIT 26. COOPERATIVE EXTENSION SERVICE: 1979 ACTIVITIES RELATED TO THE NEW INITIATIVES IN SELECTED STATES - MONTANA (Continued)

THRUST/ INITIATIVE	ACTIVITY	TARGET AUDIENCE	PERSONNEL	NUMBERS REACHED	METHOD	MATERIALS USED	SPECIAL COMMENTS
THRUST 3							
B Nutrition Education	EFNEP-Expanded Food and Nutrition Education Program limited income especially with young children to improve diets in normal nutrition.	Limited income families, especially with young children in normal nutrition and 4-H.	14.25 assistants in adult program and 710 volunteers	7,020 program families and 651 youth, 710 potential program families, 6,726 other youth.	Agent and assistant training statewide public "Learn by Doing" experiences Workshops Extensive use of mass media.	6 EFNEP fact sheets developed, EFNEP policy manual and EFNEP slide set.	Also worked with non-English speaking Laotian, Campfire Girls, group homes, unwed mothers, 4-C's (Community Coordinated Child Care) and church groups, public libraries and YWCA.
C Food Preparation	County Nutrition Councils coordinated by County Extension Agent--improve communication among community resources, dealing with nutrition.	Community	County Extension Agents	Organized, not individual	Work with local and state nutrition councils and work with schools.		Valid contacts made with other professionals and non-professionals in nutrition.
THRUST 4							
A Parenting Skills	Parent Education	Parents	County Extension Agents and Human Dev. Specialists	1,230	Seminar and Programs	Monthly newsletters to parents	Parenting home study course was developed.
C Support Systems	Youth: Preparation for family life	Young people	County Extension Agents, Human Dev. Specialists, and 45 adult leader volunteers.	627 youth	Speaking to high schools and university classes, child care clinics for babysitters and 4-H Congress.		
	Middle-Later Life	50 or older age group	Extension agents and Human Dev. specialists	1,600 people were contacted. 7,500 received Keenager special.	Speaking to older citizens in their localities, series of programs, Keenager special newspaper.		Institute for lifetime learning is a unique and excellent approach. Extremely good response.

EXHIBIT 27. COOPERATIVE EXTENSION SERVICE: 1979 ACTIVITIES RELATED TO THE NEW INITIATIVES IN SELECTED STATES

MASSACHUSETTS

THRUST/ INITIATIVE	ACTIVITY	TARGET AUDIENCE	PERSONNEL	NUMBERS REACHED	METHOD	MATERIALS USED	SPECIAL COMMENTS
THRUST 1							
A Resource Decisions	Money Management	Individuals & families	County Home Economists	Large	Mass media; computer assisted teaching; workshops; individual financial counseling		
B Optimizing Income	Sewing Machine maintenance	Individuals	Extension Personnel	Loan kit reached 83 people; clinics reached 775 people	Direct taught serving machine clinics	Loan kit slides; script; leader's guide and quizzer	
	So: Sew	Serious sewers; fabric store personnel; 4-H Leaders ;adult education Home Economic teachers	County Home Economist	12,000 people subscribed	10 issue yearly newsletter		
C Policy Assessment	Know Your Consumer Rights	Families & individuals	Extension	563 individuals and/or families	5-week home study course (correspondence course)		
THRUST 2							
A Conservation Practices	Energy Conservation	Families & individuals	Extension Home Economists		Various programs & workshops		
E Energy Expenses	Energy Conservation Analysis Project (ECAP)-short course in home energy management	Homeowners	Extension Staff	3,605-audited; 13,386 persons directly contacted in the lifestyle energy management portion	Basic teaching instrument was utilizing the residential energy audit; presentations at schools, service groups		One result of ECAP has been increased spending, particularly in areas of building & insulation materials, by homeowners retrofiltering their residences in order to save energy.

EXHIBIT 27 . COOPERATIVE EXTENSION SERVICE: 1979 ACTIVITIES RELATED TO THE NEW INITIATIVES IN SELECTED STATES - MASSACHUSETTS (continued)

THRUST/ INITIATIVE	ACTIVITY	TARGET AUDIENCE	PERSONNEL	NUMBERS REACHED	METHOD	MATERIALS USED	SPECIAL COMMENTS
THRUST 2							
E Energy Expenses	Solar Utilization for Economic Development and Employment (SUEDE)	Homeowners	Extension staff	31 homes; 146 residents directly involved	3 phases: 1. curriculum development; 2. training (seminars, workshops) 3. construction of 31 passive solar assistance units		Project designed to train unskilled persons in the theory and practice of residential energy conservation, lifestyle energy management and the design, construction and installation of low cost passive solar applications for residential heating
THRUST 3							
B Nutrition Education	EFNEP - nutrition education work with low income families through expanded programming, innovative outreach to the Communities of the Commonwealth, work with other agencies, coordinated programming with general Extension and definitive efforts in the field of program visibility	Low income families	Extension Staff	Very large	Classes;seminars; workshops; mass media		Results are that many people are learning to be more self-sufficient and more able to contribute to their communities, families and to their own development as individuals

EXHIBIT 27. COOPERATIVE EXTENSION SERVICE: 1979 ACTIVITIES RELATED TO THE NEW INITIATIVES IN SELECTED STATES - MASSCHUSETTS (continued)

THRUST/ INITIATIVE	ACTIVITY	TARGET AUDIENCE	PERSONNEL	NUMBERS REACHED	METHOD	MATERIALS USED	SPECIAL COMMENTS
D Food Safety	Food Safety & Food Preservation	Extension Staff & Families	County Home Economist	13,880 people	Workshops; clinics; guage testing; mass media; telephone service; mall exhibits		
THRUST 4							
A Parenting Skills	Parenting Education	Parents of various ages & socioeconomic levels	Specialist	495 persons reached through direct teaching; Newsletter reached over 700 families	Direct teaching series on Transactional Analysis followed by a newsletter/ practical application		Involved close collaboration with other agencies-- YWCA, United Way, & Parents of Retarded Children
B Stress Management	Home Economics Program for Chinese	Chinese-speaking immigrants; Vietnamese refugees & elderly Chinese	Extension personnel	2177	Bilingual educational programs in home economics & community development workshops		
C Support Systems	Changing Roles of the American Families	Family members & individuals	Family Life Specialist; Extension personnel	750 participated directly; Over 200,000 reached through media	Panel discussion; presentations; county-wide conference; media; newspapers		

EXHIBIT 28 . COOPERATIVE EXTENSION SERVICE: 1979 ACTIVITIES RELATED TO THE NEW INITIATIVES IN SELECTED STATES

IOWA

THRUST/ INITIATIVE	ACTIVITY	TARGET AUDIENCE	PERSONNEL	NUMBER REACHED	METHOD	MATERIALS USED	SPECIAL COMMENTS
THRUST 1							
A Resource Decisions	Financial management	Ministers, youth, families	Consumer and management specialist, Extension home economist		Workshops, television series, farm operators, school self-study course	Values and goals sheets, guidebook	
B Optimizing Income	Clothing construction	People who sew, law resource individuals, educators, home economics graduates, 4-H leaders and members	Extension home economist	Very large	Meetings, workshops, sewing courses	Videotapes, flyers	
	Clothing construction for family income	Professional sewers and potential professional sewers	Extension home economist	60 attended course	2-day short course		
THRUST 2							
A Conservation Practices	Using energy conserving practices in maintenance of clothes	Iowans	Extension home economist	Large	Mass media	Booklets	

EXHIBIT 28 . COOPERATIVE EXTENSION SERVICE: 1979 ACTIVITIES RELATED TO THE NEW INITIATIVES IN SELECTED STATES - IOWA (continued)

THRUST/ INITIATIVE	ACTIVITY	TARGET AUDIENCE	PERSONNEL	NUMBER REACHED	METHOD	MATERIALS USED	SPECIAL COMMENTS
THRUST 2							
A Conservation Practices	Energy conservation in the home	Families, individuals	Extension home economists	Very large	Media, Independent study programs displays, meetings, energy fairs	Energy media packets, slide sets	Also worked with such groups as community colleges, community action agencies, federated women's clubs, high school economics classes and restaurant managers
	Home energy audit program	Families, individuals	Extension home economist, energy specialists	Individual contacts-163,595 Publications distributed - 141,000 Audit sites - 140	Media workshops, exhibits	Teaching kits, publications	Rural Electric Co., utility co., savings and loan associations, mall associations, schools, solar energy groups, etc. participated in program.
	Appliances-selecting appliances that are energy efficient and using them efficiently	Families, individuals	Extension home economist, State equipment specialist	Very large	Mall displays, media, large appliances program, microwave appliance programs, demonstrations, small appliance programs	Banners, posters, slide sets developed, Household Equipment Handbook, videotapes	

EXHIBIT 28 . COOPERATIVE EXTENSION SERVICE: 1979 ACTIVITIES RELATED TO THE NEW INITIATIVES IN SELECTED STATES - IOWA (continued)

THRUST/ INITIATIVE	ACTIVITY	TARGET AUDIENCE	PERSONNEL	NUMBER REACHED	METHOD	MATERIALS USED	SPECIAL COMMENTS
THRUST 2							
A Conservation Practices	Energy Savings Through Interior Furnishings -Interior Window Treatments for Energy Savings -Lighting for Energy Savings -General Interiors for Thermal Comfort	Families, individuals	Extension home economist specialists	1,700 were reached by workshops and meetings	Meetings, workshops, mass media, consultations		Intended outcome for Iowans was an increased awareness of energy improvements that can be cost effective and commitment to make some energy conserving changes in home furnishings
D Housing Choices	House Building and Remodeling	Individuals, families	State housing specialist, Extension home economist		Consulting on an individual basis, meetings, displays	Housing Handbook	

EXHIBIT 28 . COOPERATIVE EXTENSION SERVICE: 1979 ACTIVITIES RELATED TO THE NEW INITIATIVES IN SELECTED STATES - IOWA (Continued)

THRUST/ INITIATIVE	ACTIVITY	TARGET AUDIENCE	PERSONNEL	NUMBER REACHED	METHOD	MATERIALS USED	SPECIAL COMMENTS
THRUST 3							
B Nutrition Education	Expanded Food and Nutrition Program (EFNEP)	Families on welfare, Government Food Program, low income, youth	Extension Staff, Nutrition Aids, Nutrition Specialists	2,346 families	In-service training four workshops, television, newsletters	Nutrition packets	
	Nutrition for Low Income and Groups with Marginal Resources (Non-EFNEP)	Low income and marginal resource	Extension home economists		Vegetable tasting parties, workshops, demonstrations	Samples of food and recipes	
	4-H Food and Nutrition Program	Youth	Extension staff	23,517 youths	Overnight camp-outs, workshops		
	Interpreting Food and Nutrition Information	Consumer	Extension staff, Specialists		Health fairs, food fairs, Nutrition News releases, radio programs, presentations	Desk reference slide set leaflets were developed	

EXHIBIT 28 . COOPERATIVE EXTENSION SERVICE: 1979 ACTIVITIES RELATED TO THE NEW INITIATIVES IN SELECTED STATES - IOWA (continued)

THRUST/ INITIATIVE	ACTIVITY	TARGET AUDIENCE	PERSONNEL	NUMBER REACHED	METHOD	MATERIALS USED	SPECIAL COMMENTS
THRUST 3							
B Nutrition Education	Child Nutrition	Parents, child care givers, day care, elementary teachers, youth, adult volunteers	Extension Home Economist Nutrition Specialist		Presentations, Workshops		
	Weight control	Young, middle-aged men, women, youth	Extension staff		Camps, workshops, series of meetings, newsletters, individual counseling, and training of volunteer leaders	Information packets, slide sets	Extension programs in weight control have been successful by providing common sense advice and a plan for good eating which is necessary for maintaining weight levels
D Food Safety	Food Preservation	Low resource and minority clientele families	Extension personnel volunteers	Very large	Workshops, demonstrations and meetings, pressure guage testing, home study courses, media	Posters, slides, videotapes, packets	
D Food Safety	Food Safety	Families	Food and Nutrition Specialists, Extension staff		Media, radio tapes, checking equipment for safety	Food preservation handbook	

EXHIBIT 28. COOPERATIVE EXTENSION SERVICE: 1979 ACTIVITIES RELATED TO THE NEW INITIATIVES IN SELECTED STATES - IOWA (Continued)

THRUST/ INITIATIVE	ACTIVITY	TARGET AUDIENCE	PERSONNEL	NUMBERS REACHED	METHOD	MATERIALS USED	SPECIAL COMMENTS
THRUST 4	Prenatal & Infant Care Education	Pregnant women & spouses	Extension Home Economist; Medical Professionals	Newsletter reached 2,192 families	Classes; Newsletters	Parent packets	
A Parenting Skills	Education for Parents of Pre-schoolers & School-age children	Parents; Individuals	Extension Home Economist	160 people attended camps; newsletter reached 10,000 families; home-study course reached 400 families	Series of meetings; Day Camp for Moms and Tots; newsletters		
	Parent-Child Interaction Program (PCI)	Parents; children	Extension Home Economist	10 parents, 11 children participated	Group discussions; role-play; meetings	Videotapes; guidesheets; educational toys	The function of PCI is that it shows parents their importance as teachers of their children
	Young Parent Project	Teenage parents	Paraprofessional; aides; Extension Home Economists	60 participants	Direct person-to-person contact basis	Publications; commercial material	This program will have impact for many years on 60 participants and their children
B Stress Management	Stress Management	Families; individuals	Human Development Specialist; Home Economist		Mass media; newsletters; workshops		

EXHIBIT 29. COOPERATIVE EXTENSION SERVICE: 1979 ACTIVITIES RELATED TO THE NEW INITIATIVES IN SELECTED STATES

ARKANSAS

THRUST/ INITIATIVE	ACTIVITY	TARGET AUDIENCE	PERSONNEL	NUMBERS REACHED	METHOD	MATERIALS USED	SPECIAL COMMENTS
THRUST 1							
A Resource Decisions	Management of Family Resources emphasis attempts to prepare individuals and families to utilize personal economic situations to their best advantage	Families, individuals	Extension home economists		Workshops	Visual handout materials	
B Optimizing Income	Textiles and Clothing -- the programs help families cope with inflation and great emphasis has been placed on helping families save money or spend their money more wisely when selecting and caring for apparel and related textile items	Parents, Extension Homemakers, 4-H and other youth, handicapped, elderly, and general audience	State clothing specialists, Extension home economist	5,241 adults and youth	Class held in shopping center malls, evening classes, telephone system, mass media - radio, newspapers, and television workshops, special interest meetings, and leader training meetings	Educational material developed were fall accessories suitcase program and five traveling kits with demonstration samples of fabrics	Programs included sewing classes sewing machine clinics and recycling existing apparel

EXHIBIT 29. COOPERATIVE EXTENSION SERVICE: 1979 ACTIVITIES RELATED TO THE NEW INITIATIVES IN SELECTED STATES - ARKANSAS (continued)

THRUST/ INITIATIVE	ACTIVITY	TARGET AUDIENCE	PERSONNEL	NUMBERS REACHED	METHOD	MATERIALS USED	SPECIAL COMMENTS
THRUST 1							
B Optimizing Income	1890 Family Housing - teach participants skills and techniques in furniture refinishing, upholstery, drapery construction, paneling, and "fix-it" demonstrations	Families, 4-H members	Extension home economists		Short courses, workshops demonstrations, exhibits, special interest meetings	Upholstery suitcase, slide presentation	
THRUST 2							
A Conservation Practices	Family Housing - the emphasis with this program has been on making existing houses more comfortable and energy efficient, not only with the structure, its furnishings and equipment but also with the habits and patterns of the family members within that home	Homeowners, families, individuals	Specialists, Extension home economist	Very large	Short courses, workshops, intensive training sessions for volunteer leaders, media, microwave cooking school, newsletter		

EXHIBIT 29 COOPERATIVE EXTENSION SERVICE: 1979 ACTIVITIES RELATED TO THE NEW INITIATIVES IN SELECTED STATES - ARKANSAS (continued)

THRUST/ INITIATIVE	ACTIVITY	TARGET AUDIENCE	PERSONNEL	NUMBERS REACHED	METHOD	MATERIALS USED	SPECIAL COMMENTS
THRUST 2							
E Energy Expenses	Energy Conservation Management	Consumers in all socio-economic and racial categories	Extension home economists, specialists	Large	Mass media, energy fairs, tours, energy essay contest, general meetings, special in-depth meetings for special audiences, result demonstrations	Energy Management Checklist, Reference Packets	
	1890 Energy Conservation Management	Adults, teenagers	Extension home economist		Special interest meetings, result demonstrations	Energy Conservation Packets	
THRUST 3							
B Nutrition Education	Food and Nutrition - Programs are planned to help families and individuals acquire the knowledge, skills, attitudes and changed behavior necessary to provide adequate diet	Families, individuals	Food and nutrition specialists, Extension home economist	Very large	Correspondence courses, Point of purchase education, leader training, special interest meetings, short courses, personal conferences, mass media, exhibits, demonstrations	Self-study packets, posters	The emphasis in the food and nutrition program has been the relationship of food to health and well being, including nutrient needs for various age groups within the population; management of family resources to acquire an adequate diet; and the safe storage and preservation of food at home

EXHIBIT 29. COOPERATIVE EXTENSION SERVICE: 1979 ACTIVITIES RELATED TO THE NEW INITIATIVES IN SELECTED STATES - ARKANSAS (continued)

THRUST/ INITIATIVE	ACTIVITY	TARGET AUDIENCE	PERSONNEL	NUMBERS REACHED	METHOD	MATERIALS USED	SPECIAL COMMENTS
THRUST 3							
B Nutrition Education	EFNEP - Expanded Food and Nutrition Education Program (adult phase and youth phase)	Adults, youths	Extension home economist, para-professionals, food and nutrition specialists, volunteers	4,572 families enrolled; 7,370 youths enrolled	Workshops, short courses, special interest meetings, exhibits, demonstrations, mass media, newsletters		
THRUST 4							
A Parenting Skills	1890 Family Relations and Human Development (parenting)	Parents, teen parents, single parents	Extension home economist, specialists		Special interest meetings, radio programs, newspaper articles, seminars		

Exhibit 30: Non-USDA, Non-Formal Education Programs Related to New Initiatives in the Family Economic Stability and Security Thrust Area by Agency, Program/Funding Authority, Content, Scope and Magnitude (FY 79)

Agency	Program/Funding Authority	Content	Scope and Magnitude
Department of Education	Consumers' Education Program, Office of Consumers' Education (Section 331-336 of Title III of the Elementary and Secondary Education Act of 1965 as amended by PL 95-561)	Grant awards and contracts for projects that are designed to bring consumers' education to diverse population groups.	Funding for FY 79: $3.601 million.
		Grants to formal education agencies, public and private non-profit agencies. Example: Grant to Maine Public Interest Research Group for a Consumers' Education Resource Center.	Grants awarded to 57 projects in 29 states and the District of Columbia.
		Consumer Education Resource Network (CERN).	
		Three-year contract to develop a resource network for consumer educators. Initial step toward providing community leaders, educators and planners, and administrators with a nationwide service that will provide access to consumer education materials, teaching guides, and technical assistance.	Expected to be in full operation at end of third year, with resources available on request. Amount of contract $226,081.
		Consumers' Education Radio Public Service Announcements.	
		Series of radio public service announcements to make consumer/citizens aware of their identities as consumers and understand their roles as effective consumers. (Some messages will be in Spanish).	8,700 radio stations throughout the U.S. will recieve 36 taped messages which are expected to have a life of two or more years. Amount of contract: $119,880.

Exhibit 31: Non-USDA, Non-Formal Education Programs Related to New Initiatives in the Energy and Environment Thrust Area by Agency, Program/Funding Authority, Content, Scope and Magnitude (FY 80)

Agency	Program/Funding Authority	Content	Scope and Magnitude
A. Programs Directly Related to the New Initiatives			
Department of Housing and Urban Development (in cooperation with the Department of Energy)	Solar Heating and Cooling Demonstration Program: National Solar Heating and Cooling Information Center (operated by the Franklin Research Center) Solar Heating and Cooling Act of 1974 (PL 93-409)	Provides information, speakers and exhibits on such topics as location of solar homes, technical and marketing reports. Maintains Solar Heating and Cooling Information Data Bank.	Collects and disseminates information worldwide. Funding for FY 80: $10,000,000 (est.)
Department of Energy	Energy Extension Service Program National Energy Extension Service Act of 1977 (Title V of P.L. 95-39).	Personalized information and technical assistance to small-scale energy users on energy conservation and the use of renewable and less scarce resources is provided by states.	National federal/state partnership. Funding of $25 million for FY 80.
Department of Energy	Regional Solar Energy Centers	Activities include information outreach, consumer protection, support of training activities and legislative development, and market analyses and assessments of labor and resource availability. Directed toward near-term commercialization of solar.	Region - specific solar energy assistance (4 centers)

Exhibit 31(cont): Non-USDA, Non-Formal Education Programs Related to New Initiatives in the Energy and Environment Thrust Area by Agency, Program/Funding Authority, Content, Scope and Magnitude (FY 80)

Agency	Program/Funding Authority	Content	Scope and Magnitude
Department of Energy	Appliance Label Consumer Education Program - Office of Buildings and Community Systems. Conservation and Solar Applications.	A complete consumer education program with the goal of providing consumers at the local level with publications, brochures, displays, exhibits and educational material on energy-efficient appliances.	National in scope. FY 80 funding: $900,000.
Department of Energy	Driver Awareness Program - Office of Transportation Programs, Conservation and Solar Energy	Program utilizes Driver Fuel Economy Workshops to inform motorists how to save money and fuel, and to train workshop leaders.	Funding of $600,000 (est.) for FY 80. Available in selected sites across the U.S.
Department of Energy	New Car Fuel Economy Information Program - Office of Transportation Programs, Conservation and Solar Energy.	Program disseminates fuel economy information to consumers via new car dealers and radio and TV announcements.	Prints and distributes 17 million copies of Gas Mileage Guide each year. Funding for FY 80: $1,140,000.
Department of Energy	Faculty Development Program - Education Division, Consumer Affairs	Provides technical information about the scientific and technological aspects of the energy problem to be incorporated into classroom teaching.	Approximately 100 workshops annually for teachers at all levels. Funding of $1,400,000 (est.) in FY 80.

Exhibit 31 (cont.): Non-USDA, Non-Formal Education Programs Related to New Initiatives in the Energy and Environment Thrust Area by Agency, Program/Funding Authority, Content, Scope and Magnitude (FY 80)

Agency	Program/Funding Authority	Content	Scope and Magnitude
Department of Energy	Materials Development Program - Education Division, Office of Consumer Affairs	Staff develops energy education materials in the form of lesson plans, fact sheets, energy education newsletter	Approximately 40 publications available, over 2 million publications distributed on request. Funded at $500,000 (est.) for FY 80.
Community Services Administration	National Center for Appropriate Technology	Results of housing-oriented research and other information are provided to the public at nominal cost.	Information available nationwide, but funding for the Center is limited.
Department of Housing and Urban Development	Energy Conservation Program. Office of Neighborhoods, Voluntary Associations and Consumer Protection.	Provides general consumer information focusing primarily on in-home conservation efforts. Administers a nationwide counseling program for home buyers, owners, and tenants. Disseminates consumer information through personal contact and provision of materials.	Nationwide, through the agency.
Department of Housing and Urban Development	Housing Counseling Program Office of Neighborhoods, Voluntary Associations	Grant program to housing counseling agencies to train HUD housing counselors in energy conservation. Works in tandem with Energy Conservation Program.	Funded at $10 million annually from FY 81.

Exhibit 32 : Non-USDA, Non-Formal Education Programs Related to New Initiatives in Food, Nutrition, and Health by Agency, Program/Funding Authority, Content, Scope and Magnitude (FY 80)

Agency	Program/Funding Authority	Content	Scope and Magnitude
Department of Health and Human Services	Food Additives Consumer Education Program. Public Health Service, Food and Drug Administration	Materials produced by the agency's Office of Public Affairs provide information on why food additives are used and FDA regulations concerning them. Includes written materials and slide show. Part of the outreach program of Consumer Affairs Offices that may take the form of workshops, radio-TV broadcasts, speeches, etc.	Available nationwide through 55 FDA Consumer Affairs Offices in the field. Materials also may be ordered by individual consumers from the agency. Some publications available in large type or Spanish.
Department of Health and Human Services	Foods for Health - Public Health Service; National Institutes of Health; National Heart, Lung and Blood Institute	Original pilot project was developed in 1978-79 in cooperation with Giant Food, Inc. Program featured nutrition information in the form of booklets (Eaters Almanac), shelf labels and store signs that is made available to food shoppers.	Original project involved 90 Giant supermarkets in Washington, D.C., Virginia, and Maryland. Materials developed by NHLBI will be available to other organizations around the country for production and distribution.

Exhibit 32(cont.): Non-USDA, Non-Formal Education Programs Related to New Initiatives in Food, Nutrition, and Health by Agency, Program/Funding Authority, Content, Scope and Magnitude (FY 80)

Agency	Program/Funding Authority	Content	Scope and Magnitude
Department of Health and Human Services	Nutrition/Food Labeling Consumer Education Program, Public Health Service, Food and Drug Administration	Materials produced by the agency's Office of Public Affairs provide information on nutrition labeling and proposed labeling changes in the future. Includes reprints from FDA Consumer, brochures, slide show and film. Part of the outreach program of Consumer Affairs Offices that may take form of workshops, radio-TV broadcasts, speeches, etc.	Available nationwide through 55 FDA Consumer Affairs Offices in the field. Materials may also be ordered by individual consumers from the agency. Some publications available in large type or Spanish.
Department of Health and Human Services	Food: Facts and Fads. Public Health Service, Food and Drug Administration	Materials produced by the agency's Office of Public Affairs provide information on the hazards of food fadism, fads related to vitamins and minerals. Includes reprints from FDA Consumer, film. Part of the outreach program of Consumer Affairs Offices that may take the form of workshops, radio-TV broadcasts, speeches, etc.	Available nationwide through 55 FDA Consumer Affairs Offices in the field. Materials may also be ordered from the agency. Some publications available in large type or Spanish.

Exhibit 33: Non-USDA, Non-Formal Education Programs Related to New Initiatives in Family Strengths and Social Environment by Agency, Program/Funding Authority, Content, Scope and Magnitude (FY 80)

Agency	Program/Funding Authority	Content	Scope and Magnitude
A. Programs Directly Related to the New Initiatives			
Department of Education	Footsteps - Division of Educational Technology by contract with Applied Management Sciences/ University of Maryland	Series of 30 half-hour television psychodramas that explore "everyday situations and problems confronting prospective parents and parents of very young children."	Shown on over 96% of PBS stations and on at least three commercial stations where PBS coverage has been refused or is unavailable. Estimated to have reached an audience of two million. Total contract: $4.1 million.
Department of Health and Human Services	Exploring Parenting - Head Start Bureau, Office of Child Development, Administration for Children, Youth, and Families by contract with Roy Littlejohn Associates	Contractor has developed written materials that are available through Head Start programs, and has trained approximately 150 leaders who present materials on parenthood in 20, two-hour discussion sessions.	Available to parents who are part of Head Start programs. Currently between 200 and 300 of the Head Start grantees are using the program. Responsibility for implementing the program was delegated to HHS regional offices in August 1978. Total contract for development and training: $393,000.
Department of Health and Human Services	Mother - Child Home Program - Public Health Service, Alcohol, Drug Abuse and Mental Health Administration, National Institute on Mental Health	Program designed to show low-income parents how to guide their toddlers' development.	Original pilot program (1965) was grant to The Family Service Association of Nassau County, N.Y. and the State University of New York at Stony Brook. Program materials now available nationwide from the agency for use by local community organizations.

Exhibit 33 (cont.): Non-USDA, Non-Formal Education Programs Related to New Initiatives in Family Strengths and Social Environment by Agency, Program/Funding Authority, Content, Scope and Magnitude (FY 80)

Agency	Program/Funding Authority	Content	Scope and Magnitude
Department of Health and Human Services	Caring About Kids - Public Health Service, Alcohol, Drug Abuse and Mental Health Administration, National Institute on Mental Health	Series of fliers developed by NIMH staff to help parents care for their children and foster good mental health.	Available nationwide through the agency or the U.S. Government Printing Office.
Department of Health and Human Services	Parenting for Foster Parents - The Children's Bureau; Office of Child Development, Administration for Children, Youth and Families, by contract with the Child Welfare League of America and the Education Development Center	Contractors developed three curricula for foster parents that include workbooks, films and leaders guides; contractors also train people from Social Services agencies or voluntary organizations to conduct the sessions.	Complete set of materials distributed to state agencies. First course available in 1977; second in 1978; third, in 1979. Utilization figures will not be available until the project is completed. Total contract: $1.5 million.
Department of Health and Human Services	The Children's Bureau, Office of Child Development, Administration for Children, Youth and Families	Numerous pamphlets prepared by staff to educate parents on different aspects of parenting. (e.g. "Infant Care,""Your Child from 1 to 6," "An Adolescent in Your Home," etc.)	Available nationwide through the agency or the U.S. Government Printing Office.
Department of Health and Human Services	National Center on Child Abuse and Neglect, Administration for Children, Youth and Families, Office of Human Development Services	Pamphlets prepared by the agency that describe various federal, state and private agencies which provide services for abused and neglected children and their families in the 10 HEW Regions.	Available nationwide through the agency and Regional offices.

Exhibit 33 (cont.): Non-USDA, Non-Formal Education Programs Related to New Initiatives in Family Strengths and Social Environment by Agency, Program/Funding Authority, Content, Scope and Magnitude (FY 80)

Agency	Program/Funding Authority	Content	Scope and Magnitude
Department of Health and Human Services	The Power of Positive Parenting: A Course for Parents of Young Children - National Institute on Alcohol Abuse and Alcoholism, Alcohol, Drug Abuse and Mental Health Administration, Public Health Service	An eight-session course designed to teach parents of young children that drinking involves decisions and that family attitudes towards alcohol influence children. Includes discussion guides, handouts, films and visual materials.	Available nationwide through the agency.
Department of Health and Human Services	Education for Parenthood - Children's Bureau, Administration for Children, Youth and Families, Office of Human Development, in cooperation with the Office of Education	Launched in 1972 as program to improve the competence of teenage boys and girls as prospective parents. The program is now also being used by adults. Includes books, slides, films, curricula, etc.	

Exhibit 34: Non-USDA, Non-Formal Education Programs Related to the New Initiatives by Primary Function and Audience

Program	Primary Function and Audience					
	1	2	3	4	5	6
FAMILY ECONOMIC STABILITY						
1. Consumers' Education Program, Department of Education		X,4				X,4
ENERGY AND ENVIRONMENT						
1. Solar Heating and Cooling Demonstration Program - Department of Housing and Urban Development		X,4		X,4		
2. Energy Extension Service Program, Department of Energy		X,4				X,4
3. Regional Solar Energy Centers, Department of Energy		X,4		X,4		
4. Appliance Label Consumer Education Program, Department of Energy		X,4				
5. Driver Awareness Program, Department of Energy			X,4			
6. New Car Fuel Economy Information Program, Department of Energy		X,4				
7. Faculty Development Program, Department of Energy			X,1			
8. Materials Development Program, Department of Energy			X,1,4			
9. National Center for Appropriate Technology, Community Services Administration		X,4				

Exhibit 34 (cont.) Non-USDA, Non-Formal Education Programs Related to the New Initiatives by Primary Function and Audience

Program	Primary Function and Audience					
	1	2	3	4	5	6
ENERGY AND ENVIRONMENT (cont.)						
10. Energy Conservation Program, Department of Housing and Urban Development		X,4		X,4		
11. Housing Counseling Program, Department of Housing and Urban Development			X,1			
FOOD, NUTRITION AND HEALTH						
1. Food Additives Consumer Education Program, Public Health Service, Department of Health and Human Services		X,4				
2. Foods for Health, Public Health Service, Department of Health and Human Services		X,4				
3. Nutrition/Food Labeling Consumer Education Program - Public Health Service, Department of Health and Human Services		X,4				
4. Food: Facts and Fads - Public Health Service, Department of Health and Human Services		X,4				

Exhibit 34 (cont.): Non-USDA, Non-Formal Education Programs Related to the New Initiatives by Primary Function and Audience

Program	Primary Function and Audience 1	2	3	4	5	6
FAMILY STRENGTHS AND SOCIAL ENVIRONMENT						
1. Footsteps, Department of Education		X,4				
2. Exploring Parenting, Head Start Bureau, Department of Health and Human Services			X,2	X,2		
3. Mother-Child Home Program, Public Health Service, Department of Health and Human Services			X,2	X,2		
4. Caring About Kids, National Institute on Mental Health, Department of Health and Human Services		X,4				
5. Parenting for Foster Parents, The Children's Bureau, Department of Health and Human Services			X,5	X,5		
6. Children's Bureau, Department of Health and Human Services		X,4				
7. National Center on Child Abuse and Neglect, Department of Health and Human Services		X,4				
8. The Power of Positive Parenting, Department of Health and Human Services			X,4			
9. Education for Parenthood, Department of Health and Human Services			X,4			

APPENDIX C: PROCESS OVERVIEW--SEQUENCE AND TIMETABLE

February 1979	Activity suggested to SEA Director by Chairman of ESCOP Subcommittee on Home Economics and accepted by SEA. Joint Planning and Evaluation (JPE) staff, SEA, given responsibility for leadership of implementation.
March - June 1979	Consultation held by SEA-JPE with ESCOP and ECOP Subcommittees on Home Economics and the Home Economics Commission (NASULGC) regarding objectives of activity and membership of Steering Committee.
April 11-12, 1979	Joint Council on Food and Agricultural Sciences and its Executive Committee briefed by SEA-JPE and comments obtained.
May 1, 1979	Users Advisory Board briefed by SEA-JPE and comments obtained.
July 12, 1979	Followup briefing of Joint Council Executive Committee by SEA-JPE.
August 1979	Steering Committee established by SEA for the New Initiatives activity. Earlier studies and reports compiled and reviewed by SEA Staffs.[1]
September 25-26, 1979	First meeting of Steering Committee held: Chairman and recording secretary elected. Process decided on for developing proposed initiatives. Earlier studies and reports reviewed; issues identified; topics for program thrusts agreed on.
November 28, 1979	Second meeting of Steering Committee held: Issues discussed; preliminary plan for regional meetings approved.
December 1979 - January 1980	Preliminary draft developed by SEA Staffs of proposed initiatives, justification, and implementation issues. Planning committees for regional meetings established by Steering Committee chairman. Detailed guidelines developed by SEA-JPE and Steering Committee representative for assessment of proposed initiatives at the regional meetings.
January 23, 1980	Third meeting of Steering Committee held: Plans for regional meetings approved, including categories of participants to be invited. Draft of initiatives approved with modifications.

[1] Work group consisted of SEA members of Steering Committee and other SEA contributors listed in appendix D. It was chaired by SEA-JPE representative.

February - April 1980	Lists of participants to be invited developed by planning committees for regional meetings with assistance of Steering Committee members. Draft of initiatives mailed: (a) to regional meeting participants (in advance of meetings), and (b) to others unable to attend (with assessment forms to be returned by mail).
March - April 1980	Four regional meetings held. Group and individual assessments obtained on draft initiatives, including suggested additions, deletions, or modifications. Other individual assessments received by mail.
May 1980	Comments and suggestions reviewed and synthesized by SEA Staffs.
May 27-28, 1980	Fourth meeting of Steering Committee: Results of regional meetings and mail-in assessments reviewed and draft of initiatives modified. Format and outline for inventory of existing programs approved. Format and content discussed for recommendations for implementation of initiatives.
June 1980	Revised draft of initiatives approved (by mail) by Steering Committee. Format for implementation plans circulated to Steering Committee and approved.
July - August 1980	Draft of inventory, implementation plans and recommendations prepared by SEA Staffs. Draft commented on and approved by Steering Committee (by mail). Final report assembled by SEA Staffs.
September - October 1980	Review and recommendation of Users Advisory Board and Joint Council.
January 1981	Publication of report.
1981	Planning begun for implementation of initiatives.

APPENDIX D: MEMBERSHIP OF STEERING COMMITTEE, ADVISORS, AND CONTRIBUTORS

STEERING COMMITTEE

NAME	ORGANIZATION	ADDRESS
Marjorie Rankin Chairman	National Council of Administrators of Home Economics	Dean Nesbitt College Drexel University Philadelphia, PA 19104
Frances M. Magrabi Recording Secretary	Joint Planning and Evaluation Science and Education Administration	Group Leader Families and Consumers Program Planning Staff Room 9, Building 005, BARC-W U.S. Department of Agriculture Beltsville, MD 20705
Katherine Burgum (alternate to Alberta Hill)	American Home Economics Association	1 Second Street, South Apt. 3-406 Fargo, ND 58103
Eloise Carter	1890 Land Grant Institutions	Associate Professor and Head of Department Department of Home Economics Tuskegee Institute Room 203, Washington Hall Tuskegee Institute, AL 36088
Jane Coulter	Higher Education Science and Education Administration	Deputy Assistant Director Higher Education Room 428W, Administration Building U.S. Department of Agriculture Washington, DC 20250
Elizabeth Davis	Cooperative Research Science and Education Administration	Assistant Deputy Administrator Human Nutrition, Food and Social Sciences Room 6408, South Building U.S. Department of Agriculture Washington, DC 20250
Alexander Doberenz	Experiment Station Committee on Organization and Policy, Home Economics Subcommittee	Dean College of Human Resources University of Delaware 101 Alison Hall Newark, DE 19711
Glenn Hardy	Resident Instruction Committee on Organization and Policy	Dean College of Agriculture and Home Economics University of Arkansas Agriculture Building 205 Fayetteville, AR 72701

NAME	ORGANIZATION	ADDRESS
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Myron Johnsrud	Extension Committee on Organization and Policy	Director North Dakota State University Morrill Hall Fargo, ND 58105
Rodney Leonard	Community Nutrition Institute	Executive Director Community Nutrition Institute 1146 19th Street, N.W. Washington, D.C. 20036
Luise Light	Human Nutrition Science and Education Administration	Head Dietary Guidance and Nutrition Information Staff Room 6022, South Building U.S. Department of Agriculture Washington, D.C. 20250
Opal Mann	Extension Science and Education Administration	Deputy Administrator Family Education Room 5407, South Building U.S. Department of Agriculture Washington, D.C. 20250
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Thomas Ronningen	State Agricultural Experiment Station Directors	Director at Large Northeastern Region Agricultural Experiment Stations University of Maryland 1326 Symons Hall College Park, MD 20742

NAME	ORGANIZATION	ADDRESS
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Marilyn Purdie	Extension Committee on Organization and Policy Home Economics Subcommittee	State Leader, Home Economics Program Extension Administration Mississippi State University P.O. Box 5406 Mississippi State, MS 39762
Phyllis E. Worden	National Association of State Universities and Land-Grant Colleges, Home Economics Commission	Program Leader Family Living Colorado State University Fort Collins, CO 80523

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Robyn Frank	Technical Information Systems Science and Education Administration	Food and Nutrition Information Center Room 304, NAL Building Beltsville, MD 20705
Louise Gentry	Program Coordinator assigned by Cooperative Research to SEA Program Planning Staff December 1979 to May 1980	Professor College of Human Development Pennsylvania State University Catherine Beecher House University Park, PA 16802
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NAME	ORGANIZATION	ADDRESS
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Linda Piker	Nesbitt College	Drexel University Philadelphia, PA 19104
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Velda Rankin	Extension Science and Education Administration	Room 5412, South Building U.S. Department of Agriculture Washington, D.C. 20250
Marilyn Doss Ruffin	Agricultural Research Science and Education Administration	Family Economic Research Group Room 341, Center Building 1 U.S. Department of Agriculture Hyattsville, MD 20782
Patricia Swan	Human Nutrition Science and Education Administration	Joint Planning and Evaluation Staff U.S. Department of Agriculture BARC-West Beltsville, MD 20705
Dennis Unglesbee	Current Research Information System Science and Education Administration	5th Floor, NAL Building Beltsville, MD 20705

APPENDIX E: REGIONAL MEETINGS

PLANNING COMMITTEES BY REGION

NORTH CENTRAL, St. Louis, MO, King's Inn, March 21, 1980

Local Planning Committee	Position
Bea Litherland, Chairman and Program Participant	Dean, College of Home Economics University of Missouri
Norma Bobbitt also Program Participant	Assistant Dean, College of Human Ecology Michigan State University
Roberta E. Sward also Program Participant	Assistant Director, Cooperative Extension Service University of Nebraska

Other Program Participants

Beryl Lycan	East-West Gateway Area Director University of Missouri - St. Louis
Frances Magrabi	Group Leader, Families and Consumers U.S. Department of Agriculture, SEA
Hamilton I. McCubbin	Professor, Family Social Sciences University of Minnesota
Dama C. Wilms	Assistant Dean, Home Economics Extension Purdue University

NORTHEASTERN, Philadelphia, PA, Drexel University, April 17, 1980

Local Planning Committee	Position
Beatrice M. May, Chairman and Program Participant	Chairman, Home Economics Extension Rutgers University
Alexander Doberenz	Dean, College of Human Resources University of Delaware
Anne Kozik	President, Pennsylvania Home Economics Association Malvern, PA
Marjorie Rankin also Program Participant	Dean Nesbitt College Drexell University
Jacqueline Wirth	Extension Home Economist Pennsylvania State Extension Service

Other Program Participants	Position
Elsie Fetterman	Assistant Director of Extension for Home Economics Cooperative Extension Service University of Massachusetts
Peter Hollander	Director, Solar Energy Project Franklin Research Center Philadelphia, PA
Sarah L. Manning	Professor and Chairperson, Consumer Studies and Home Economics State University College at Buffalo, NY
Corrine H. Robinson	Professor of Nutrition Emeritus Nesbitt College Drexel University
Sara Taubin	Associate Professor, Human Behavior and Development Nesbitt College Drexel University
James E. Van Horn	Family Sociology Extension Specialist and Associate Professor of Rural Sociology Pennsylvania State University

SOUTHERN, Atlanta, GA, Ramada Inn, April 23, 1980

Local Planning Committee	Position
Emily Quinn Pou, Chairman and Program Participant	Dean, College of Home Economics University of Georgia
Wanda Grogan	Home Economics Program Specialist Georgia Center for Continuing Education University of Georgia
Dorothy Tate	Assistant Director, Home Economics Cooperative Extension Service Auburn University
Alva Youngner also Program Participant	Assistant Director, Home Economics Cooperative Extension Service University of Georgia

Other Program Participants	Position
Nancy Belck	Dean, College of Home Economics University of Tennessee
Sandy Holland	Extension Specialist, Energy Conservation Cooperative Extension Service University of Kentucky
Yvonne Jackson	Nutrition Specialist Alabama Cooperative Extension Service Auburn University
Sharon Price-Bonham	Associate Professor Child & Family Development Department College of Home Economics University of Georgia
Ava Rodgers	Assistant Deputy Administrator Family Education SEA-Extension U.S. Department of Agriculture

WESTERN, Seattle, WA, SEA-TAC Airport, March 28, 1980

Local Planning Committee	Position
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AGENDA (SAMPLE)
King's Inn - St. Louis, Missouri
March 21, 1980

9:15 a.m.	Coffee
9:30	Agenda for Action and Input Bea Litherland, Arrangements Chairperson Dean, College of Home Economics University of Missouri-Columbia
9:40	USDA Perspectives on New Initiatives for Home Economics Frances Magrabi, Group Leader, Families and Consumers United States Department of Agriculture
9:50	National Steering Committee Perspectives on New Initiatives for Home Economics Roberta Sward, Steering Committee Member Assistant Director of Cooperative Extension University of Nebraska-Lincoln
10:10	New Initiatives Needs, Viewed from the Perspective of: RESIDENT INSTRUCTION Norma Bobbitt, Assistant Dean College of Human Ecology Michigan State University RESEARCH Hamilton I. McCubbin, Professor and Chair Family Social Science College of Home Economics University of Minnesota EXTENSION Dama Wilms Assistant Dean, Consumer and Family Sciences Purdue University USER GROUPS Beryl Lycan, Area Director University of Missouri Extension St. Louis, Missouri
11:00-2:55	Discussion Groups Lunch will be served in McMahon's. Groups will be called at staggered intervals so that lunch will not consume too much working time.
3:00	New Initiatives for Home Economics: Summing Up--King Henry VIII Room
4:00	Adjourn

FRAMEWORK FOR DISCUSSION

The Context

All participants should be encouraged to present their suggestions, questions, ideas, proposals, examples, assessments, arguments and doubts. Because time is limited, however, the issues should be within the parameters suggested by the following factors:

a. USDA's responsibility as the lead agency in the Federal Government for the food and agricultural sciences (which includes home economics, human nutrition, and family life);

b. Current (and future) national economic problems and social issues within the domain of home economics; and

c. Home economics' unique present and potential contribution to preventing and solving such problems.

Some Criteria

Each recommendation for a new initiative should be subjected to the following examination:

1. Is it important, really important? Why?
2. Does it address an urgent national economic problem or social issue?
3. Is it within the domain of home economics?
4. Can it be implemented? How?
5. Is it focussed? Is it specific?
6. Who is the target population? Why is this an important group to serve?
7. Does it crosscut and integrate among content areas?
8. Does it provide for collaboration of new research and education efforts?

In Summary

The group's discussion should eventually yield responses (consensus?) to the broad questions below.

1. What major initiatives in home economics research, extension, and teaching should be emphasized?
2. What specific aspects should be stressed?
3. Who should be served, on a priority basis?
4. Why are these initiatives and these populations given priority?
5. How might these initiatives be implemented?

Specific Objectives for the 1890's

The responses to the above questions should shape the specific objectives for home economics research, extension, and teaching in the current decade.

SUMMARY SHEET: GROUP AND INDIVIDUAL

Thrust Area _____

Leader _____ Recorder _____

Other members of the group:

1. Initiative(s) deemed most important: (can identify by letter or description used in paper, if appropriate).

2. Specific aspects to be stressed:

3. Target population to be served:

4. Reasons for assigning priority to this (these) initiative(s): (Cite examples, if appropriate).

5. Suggestions for implementation:

6. Specific objective(s) for the 1980's:

Individual Assessment

_____ _____ _____

Name Title, Organization Date

Your opinions are important to the assessment and decision process. After reviewing the supporting documents, considering other reliable sources of information, and participating in the day's discussions, please evaluate each proposed "initiative" following the outline given. Identify by thrust and letter or description, the "initiative" being assessed (e.g., "Family Econ. Stability & Security, B"). Use a separate sheet for each "initiative."

New Initiative: _____

1. Identify specific aspects of the "initiative" which should be stressed or ignored.

2. Suggest ways home economics can tackle the issue to prevent and solve pertinent problems.

3. Assign rating to the "initiative" according to the scale below. ____

0 — 1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 10

fluff useful desirable essential crucial

4. Indicate why you rated the "initiative" as you did.

Other comments and suggestions: (Use other side of sheet)

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APPENDIX F: ABBREVIATIONS

CES	Cooperative Extension Service (in states)
CPI	Consumer Price Index
CRIS	Current Research Information System
CSA	Community Services Administration
DOE	Department of Energy
ECOP	Extension Committee on Organization and Policy
EMIS	Extension Management Information System
ESCOP	Experiment Station Committee on Organization and Policy
FY	Fiscal Year
FYCD	Family, Youth, Child Administration (sic)
HERAPP	Home Economics Research Assessment Planning Projections (References, Item 38)
HERPI	Home Economics Research Project Inventory (References, Item 27)
HEW	Department of Health, Education and Welfare. (Now, Department of Health and Human Services and Department of Education)
HHS	Department of Health and Human Services
JC	Joint Council on Food and Agricultural Sciences
K-12	Kindergarten through twelfth grade
NASULGC	National Association of State Universities and Land Grant Colleges
NIE	National Institute of Education
NIH	National Institutes of Health
NIMH	National Institute of Mental Health
RDA	Recommended Dietary Allowance
SAES	State Agricultural Experiment Stations

SAES/OCI	State Agricultural Experiment Stations and other cooperating institutions
SEA	Science and Education Administration, U.S. Department of Agriculture
SEA-AI	Agricultural Research, SEA
SEA-CR	Cooperative Research, SEA
SEA-EXT	Cooperative Extension, SEA
SEA-HNC	Human Nutrition Center, SEA
SEA-TIS	Technical Information System, SEA
SY	Scientist Year
UAB	National Agricultural Research and Extension Users Advisory Board
USDA	U.S. Department of Agriculture

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